DOCUMENT RESUME

ED 105 766 FL 006 860

AUTHOR	Mullen, Dana
TITLE	Fluency First: Theory and Methods. An Oral English Course.
INSTITUTION	Training Research and Development Station, Prince Albert (Saskatchewan).
PUB DATE	74
NOTE	166p.; For related document, see FL 006 861
AVAILABLE FROM	Information Canada, Box 1565, Prince Albert, Saskatchewan, Canada
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Adult Literacy; Classroom Techniques; *English (Second Language); Language Instruction; *Language Programs; Language Skills; Literacy Education; Manuals; Non English Speaking; *Oral English; Program Descriptions; Reading Skills; *Teaching Guides; Teaching Methods; Verbal Communication; Writing Skills

ABSTRACT

Fluency First is a Canadian instructional program in oral English as a second language for illiterate adults. This manual is intended for instructors in the program. Part 1 describes the program's development, its objectives, and student placement. Part 2 discusses the program methodology. Part 3 deals with class organization, instructor qualifications, and the role of mother language and target language in the classroom. In addition, courses entitled Skills of English, Communication in English, and Preparation for Reading and Writing are discussed in detail. Appendixes include information on: Fluency First and basic literacy courses; phonemic notation; contracted forms; sound exercises; irregular verbs; grammar items, selected topics and words in the program; and reference books useful to the instructor. (AM)

ED105766

FLUENCY FIRST

AN ORAL ENGLISH COURSE

THEORY AND METHODS

DANA MULLEN

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Printed in Canada

FOREWORD

Fluency First is an oral instructional program in English as a second language for adults who may not be able to read or write any language. This volume of Theory and Methods contains the rationale of the Fluency First program, explains the generalized methodology, and provides guidance for the class instructors.

In Canada, a significant number of adults whose mother tongue is not English need to use English as the medium for becoming literate, getting further education or acquiring additional skills, and communicating effectively with other Canadians. For example, many adults of Indian or Inuit ancestry are handicapped by an insufficient knowledge of English when they participate in economic and social development projects and when they face the problems of daily life in contemporary Canadian society. The realization of these needs gave impetus to the development of Fluency First.

This program is an entirely new one, although it grew out of the Fluency First course that was prepared at Saskatchewan NewStart in 1971 and 1972 by Barbara Burnaby, Manmohan S. Sandhu, and Rita Bouvier. Redevelopment of the program was based on the experience of field test classes that used the Saskatchewan NewStart materials.

This new Fluency First program was developed by Dana Mullen with the collaboration of Ellen Gillies, but many colleagues also contributed to the production of the program materials.

Art work for the series of 36 picture books was under the supervision of Robert Barkman. He was assisted in this task by Shirley Brown, Charles Gullett, Roger Jerome, Gerald Kalych, Sandra Parkinson, Cecilia Sliva, and Gary Thurber.

Ellen Gillies recorded the tapescripts. Stanley Reid was the recording adviser, and the technical assistant was Lorraine Jerome. All the audiovisual production of tapes and picture books was under the general supervision of Ross Ingroville.

Typing of the eleven instructor's manuals was done by Sharon Curniski, who supervised the work, Sandra Berezowski, Paulette Olexyn, and Ruth Rohovich.

Grateful acknowledgement is made to the instructors of the field test classes: George Bighetty and Thor Hjartarson in Brochet, Manitoba; Gladys Carruthers Goertzen in Wollaston Lake, Saskatchewan; Donna Woloshyn in Buffalo Narrows, Saskatchewan; Nora Yellowknee in Grouard, Alberta.

V. W. Mullen, Chief
Adult Development Division

October, 1974

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PART ONE: DESCRIPTION OF THE FLUENCY FIRST PROGRAM

DEVELOPMENT OF THE PROGRAM

In Canada, work on English as a second language for adults has usually been directed to two groups: to Canadians for whom French is the mother tongue and to New Canadians. Since the great majority of these learners are literate in their own language, instructional methods and materials have been prepared that assume not only the skills of reading and writing, but also the habit of using the printed page for learning.

There is a very great difference between an adult who comes to an English class merely needing to add another language to his repertoire and the adult who has never learned to read in any language, and who cannot get access to the whole ladder of literacy, upgrading, and jobs that increasingly depend on functional literacy -- unless he can learn the language of instruction well enough to learn other things through it.

There are adults in Canada, for whom English is not the mother tongue, who were unable to attend school when they were children or who did not attend regularly, and thus never learned to read and write any language. Many of these are of Indian and Inuit ancestry, but some New Canadians are also in this situation. A large percentage have "picked up" some English during their lives, but when they try to use the English they know for something more demanding than short conversations related to familiar topics, it proves inadequate for the task.

Even the most elementary stage of a literacy course prepared for English speakers, for instance, contains complex English structures and some abstract uses of vocabulary that are beyond the capacity of an adult who has acquired a variety of English that is restricted for the most part to conventional, often repeated expressions. To get an education through English, a student needs to know the kind of language for making clear statements of identification, of precise description, of generalization or particularization, of comparison and contrast, of spatial and temporal relationships and more complex logical relationships.

It is primarily to meet the needs of this group of adults that the Fluency First program was created.

After an initial concept study and a stage of exploratory development, investigations into the linguistic problems of the target group in northern communities were made. The construction of a basic oral English test suitable for non-literate adults in these communities was attempted. Preliminary lesson materials were prepared, and eventually an oral course in English structure, oriented to the rural north and intended for direct instruction of a class, was published. After a four-week session of instructor training, that course was field-tested in three provinces, with additional experimental use taking place elsewhere.

The practical experience of the field test provided evidence that, fundamentally, the methods of Fluency First were effective in helping the adult students to learn the kind of English they needed to know. However, the field test also showed a need for some means of individualizing the course, particularly because a northern adult English class rarely has more than one instructor even though the students may enter with widely varying levels of competence in English. It was also shown that the full range of oral English skill development should be catered for, especially at the beginning and intermediate levels; that the structural exercises should be contextualized so that they would have greater meaning for the students; that visual materials, an evaluation system, and a scheme for a related course in elementary reading and writing were needed.

On the basis of that field test experience, the Fluency First program was entirely re-designed and re-written.

THE FLUENCY FIRST PROGRAM

Fluency First is an instructional program in oral English as a second language for adults who need to use English as the medium for becoming literate and getting further education, or as a vehicle for communication with the English-Canadian society.

When the term "illiterate" is used in the Fluency First manuals, it means simply "unable to read or write any language."

Program Objectives

The principal aims of the Fluency First program are to help a student:

1. develop a knowledge of the sound system of English, the basic English structures, and vocabulary that is relevant to his immediate needs as well as to his long-term personal and educational goals;

2. develop the communicative skills of comprehending these spoken words and structural patterns, and producing them accurately and appropriately, during actual encounters with English-speakers;

3. develop the confidence in his ability to use oral English that is necessary if he is to deal effectively with English-speakers, enter upgrading courses, or take occupational training.

THE COMPONENT COURSES OF THE FLUENCY FIRST PROGRAM

The Fluency First program includes two oral courses: Skills of English and Communication in English. In addition, there is an optional Preparation for Reading and Writing course.

The courses are integrated and operate concurrently. A model showing the relationship of the courses in the program appears on page 4.

1. Skills of English

Skills of English is a "skills-getting" course. It contains vocabulary presentation and practice, structural presentations and practices, pronunciation practice, and dialogues or stories. It is programmed for use by individuals, at their own rate of learning, and thus the material is presented by an audiotape - picture book combination.

It should be emphasized that the Skills of English course is not a language-lab series of drills that support basic instruction given to a class. It is a contextualized instructional course in its own right, in which the student is an active participant, learning directly from the combination of picture and taped voice.

The overall objective of the Skills of English course is to enable students to acquire the skills related to pronunciation, structure, and vocabulary, both perceptive and productive, that are prerequisite for communication through the medium of English.

Terminal Objectives

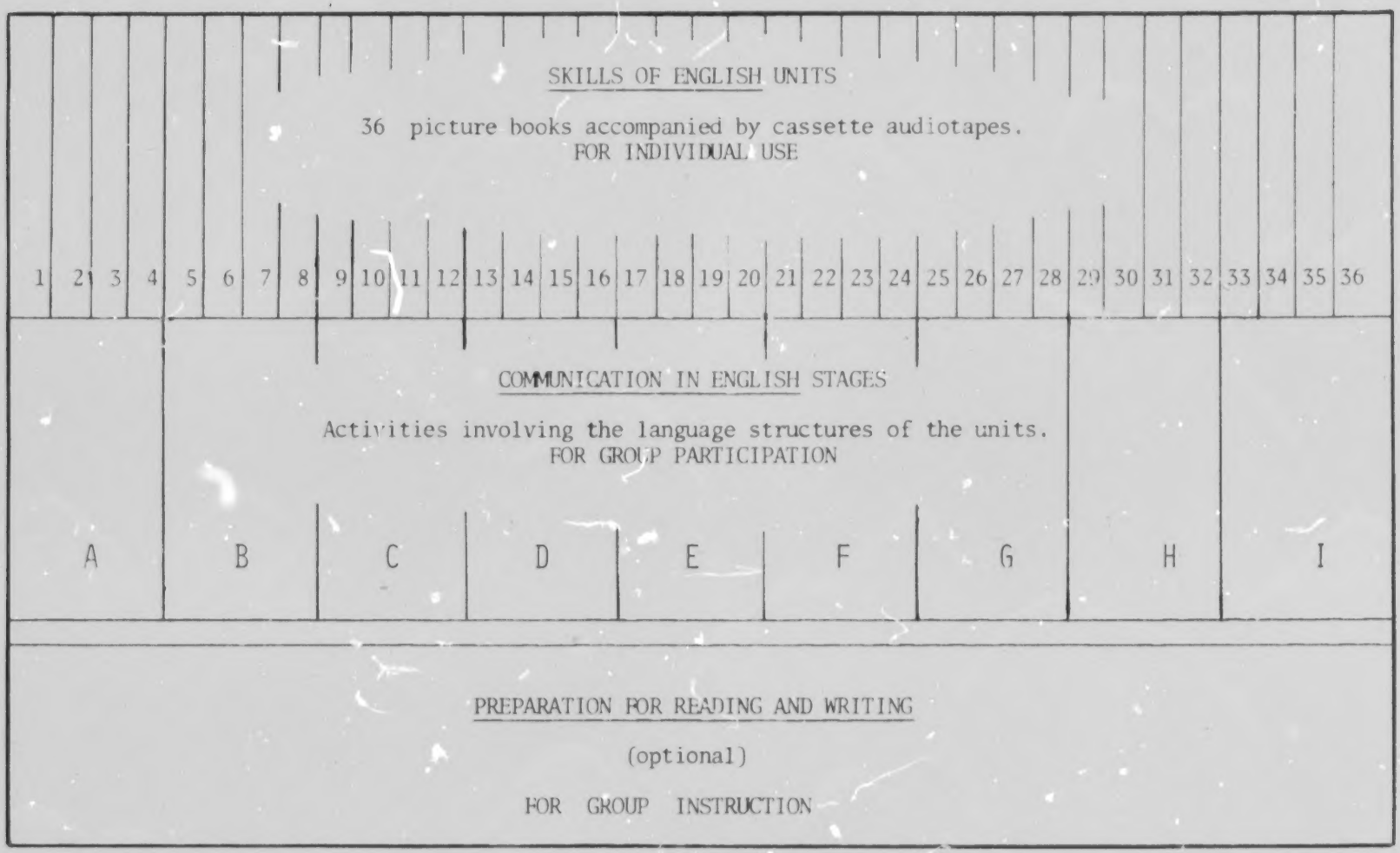
On completion of the Skills of English course the student will be able to demonstrate that he can:

a. recognize the sounds of English in the stream of speech, discriminate between sounds, and produce them accurately;

b. comprehend the significance of the basic structural features of English, including inflections, verb forms, and sentence or phrase patterns, when sentences composed of these features (in combination with familiar vocabulary) are spoken distinctly at a normal speed; and produce such structures automatically and accurately in controlled situations, speaking with natural intonation, stress and rhythm;

c. recognize in the stream of speech composed of known structures, and produce accurately and appropriately, vocabulary that is characteristic of the level of a literacy course and relevant to situations in his immediate personal life that involve contacts with English-speakers;

THE FLUENCY FIRST PROGRAM


SKILLS OF ENGLISH UNITS
36 picture books accompanied by cassette audiotapes.
FOR INDIVIDUAL USE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36
COMMUNICATION IN ENGLISH STAGES
Activities involving the language structures of the units.
FOR GROUP PARTICIPATION
A
B
C
D
E
F
G
H
I
PREPARATION FOR READING AND WRITING
(optional)
FOR GROUP INSTRUCTION

d. take the part of a speaker in an English conversation under controlled conditions of situation and language;

e. comprehend the details and general meaning of protracted English speech in the form of a short story or other account composed of familiar structures and vocabulary, answer questions about the passage, and retell the story in his own words.

2. Communication in English

In contrast to the "skills-getting" function of Skills of English, Communication in English is a "skills-using" course. In general, it contains activities that provide opportunities for using English-language knowledge and skills. It is intended for group interaction, even though members of the group may have differing levels of competence in oral English.

The overall objective of the Communication in English course is to enable students to use their English language skills in order to function successfully from a linguistic point of view, in a society which is predominantly English-speaking.

A special emphasis of these Communication in English activities is the use of the kind of language that builds self-concept. When a student learns English by speaking about himself and about his knowledge, experience, abilities, likes, dislikes, and opinions, the implication is that what he does and says has importance.

Terminal Objectives

On completion of the Communication in English course the student will be able to demonstrate that he can:

a. use the language skills described in Skills of English to express, spontaneously and in response to questions, his own desires, feelings, knowledge, and thoughts;

b. use the language skills described in Skills of English to acquire the specific information he needs in his personal life as well as in his further educational pursuits;

c. use the language skills described in Skills of English to participate in social relationships with English speakers.

3. Preparation for Reading and Writing (optional)

The optional Preparation for Reading and Writing course is designed for direct instruction of a group so that the instructor's demonstration can compensate for a lack of sufficient comprehension skills needed to learn in English from purely verbal instruction given by a recorded voice.

This preparatory instruction in literacy skills reinforces the oral learning of the other Fluency First courses and responds to the understandable desire of many students not to wait several months until completing Fluency First before being able to start learning to read and write.

The overall objective of the Preparation for Reading and Writing course is to enable those students who so desire to begin learning to read and write before they have learned enough English to be successful in a comprehensive basic literacy program.

Terminal Objectives

On completion of the optional Preparation for Reading and Writing course the student will be able to demonstrate that he can:

a. say, at the sight of 20 of the lower-case letters, the most common English sound of each letter, and write those letters when the sounds are dictated.

b. read known English words spelled with those letters and write the words when they are dictated;

c. read and write phrases and sentences containing only those learned words, in patterns that are known orally;

d. apply his knowledge of these letters and their sounds, reading words he knows orally but has not seen in writing before;

e. read and write the number symbols.

LIST OF FLUENCY FIRST MATERIALS

A. Materials for the Instructor

1. Stage A. Instructor's Manual.
2. Stage B. Instructor's Manual.
3. Stage C. Tapescripts.
4. Stage D. Tapescripts.

5. Stage E. Tapescripts.
6. Stage F. Tapescripts.
7. Stage G. Tapescripts.
8. Stage H. Tapescripts.
9. Stage I. Tapescripts.
10. Preparation for Reading and Writing.
11. Theory and Methods.

B. Materials for the Students

1. Skills of English Books 1-36 (picture books).
2. Skills of English cassette tapes to accompany the picture books (140 cassettes).
3. Skills of English Story Practice Envelopes (18 envelopes, containing small pictures, to accompany Books 19-36).

CONCURRENT OPERATION OF THE COMPONENT COURSES

It is intended that the courses of the Fluency First program operate concurrently in a classroom, for each one plays an essential role in the student's learning of English.

The individualized Skills of English course gives each student the chance to work at his own level and at his own rate, an opportunity that is lacking in the usual kind of language instruction with a group. But the very nature of a programmed course dictates that a student will acquire language skills within a single framework, and a person cannot be said to know a language unless he can use his language skills for his own purposes in a variety of frameworks.

For that reason, individuals should not spend all their time working with the tapes and picture books of the Skills of English. There should be regular periods of group activity in which the language items of the units are put into service for true communication, in relation to the students' own lives inside or outside the classroom. Suggestions for this kind of activity are presented in the Communication in English sections of the Stage A and Stage B instructor's manuals in detail, so that instructors will know how to continue the same types of activities in the succeeding stages.

Communication activities can be shared by all the members of a group, even though some of them may know a great deal more English than others. This is possible because even a beginner can understand the activity, since he sees the actions and handles real things, and because the language used

for the activities is controlled. In fact, experience gained in the field test classes indicates that, by means of the games and other activities, the more advanced students actually teach those who know less English.

Every Fluency First class should begin its Communication in English course with activities that involve the use of language from Unit One, even though the majority of students may have been placed in a much higher level of the Skills of English course. Such a class might not spend more than an hour or two on activities practising the language from each of the earliest units, but they will gain confidence by speaking in these elementary patterns, and they will learn the basic procedures of the activities while using language that is easy for them. Also, as explained later in Part Three, students who know some English already need not be limited to the basic vocabulary in these early units but can be challenged to increase the range and precision of their English vocabulary while speaking in simple structural patterns.

Thus, during part of the class day or evening, the whole group may be participating in Communication activities that practise the language items of Unit Nine, for instance, but during the time for work on the individualized Skills of English course a more advanced student may be working on the tapes for Unit Eighteen whereas a beginner may still be on the tapes for Unit Four. That beginner is able to participate with the advanced student in group activities because the things and actions of the activity show their own meaning; the advanced student is willing to take part because the nature of the activity itself is of interest to him. Both students gain fluency and confidence by engaging in the activities.

Fluency First classes that want to begin to read and write can also make use of the Preparation for Reading and Writing course during part of the class day or evening. The typical classroom situation, then, is a very flexible one in which there may be class activity, small group activity, or individual study, in almost any kind of combination.

The program's flexibility is also evident in relation to differing community needs. In some communities, most of the students may be beginners in English and would therefore need to work carefully through both courses. Elsewhere, if an instructor finds that he has a group of students who already know quite a lot of English but need to build up fluency, accuracy, and confidence, that instructor may use the Communication in English course with the group most of the time and only prescribe certain work from the Skills of English course for particular needs. In a different situation, the students may already have regular opportunities outside the classroom to communicate in English every day, but may need to practise the more complex structural work in higher stages of the Skills of English course in order to benefit from the literacy or upgrading courses they are taking, or preparing to take, through the medium of English.

TIME REQUIRED FOR THE COMPLETE PROGRAM

It is impossible to make any generalized statement about the length of time required for completing all the work of the Fluency First program, for every class will be composed of individuals who enter with different educational backgrounds, different levels of competence in English, different learning abilities, and different motivations.

Theoretically, it would be possible for a group of students who already knew some English to spend an average of one day's work on Communication in English activities for each of the 36 units, but in actual practice this would be rare indeed. Acquiring the skills involved in using complex structures, not only for one "textbook situation" but also for truly communicative purposes, requires time. The expectation of "instant" language learning is a delusion.

If the class is composed of beginners, most of whom are placed in Book 1 of the Skills of English course, one may anticipate that an average of three days or even a week will be spent on the Communication in English activities for each unit. Working on the Skills of English course during part of each class day, individual students will probably require, on the average, a similar number of days for each of the 36 books in the course. In that case, at least nine or ten months would be required to complete the Fluency First program.

On the other hand, if most of the students are placed at a higher level (in Book 21 of Skills of English, for instance), one may anticipate that they will need an average of only a day's work on Communication in English activities for each of the early units; as they progress into language work more nearly at their own level of competence, however, they will gradually begin to require more time to become fluent in using the more complex structures and the vocabulary which is at a higher level of abstraction.

An "advanced" Fluency First student attending a class composed mostly of beginners, who are progressing at a relatively slow rate through Communication in English, may complete Book 36 of Skills of English long before the class reaches the Communication activities for the final units. He may have a chance to move into a literacy or vocational course, or he may decide to remain with the class in order to become fluent in using the language of those higher units for communicative purposes.

THE EVALUATION SYSTEM OF THE PROGRAM

Pre-Course Evaluation: The Placement Interview

There is no satisfactory standardized test for evaluating the oral English ability of the non-literate adults of the target population.

In the absence of a standardized test, the Placement Interview serves the purpose of identifying the students who require the Fluency First program and placing them at the appropriate level in the Skills of English course. The Placement Interview consists of a series of prepared questions and tasks for use in a personal interview; the aim is to stimulate enough response from the student to enable the interviewers to rate his performance in relation to the nine stages of the Fluency First program.

The Placement Interview is contained in this volume, beginning on page 21, and it is preceded by a detailed explanation.

End Tests

At the end of each unit in the Skills of English course there is a Unit End Test, which will permit the student to show whether he has learned the language items of that unit, according to stated criteria.

Proficiency scores in these End Tests are established at approximately 80% of the total possible, rather than at 100%, because of the nature of language acquisition, which does not so much involve facts to be learned as skills to be developed. Language learning is a process rather than an event.

Students who satisfy the criteria can move on to the next unit. These tests also serve a diagnostic function in the sense that the types of errors which have prevented a student from meeting the criteria indicate what remedial work he needs.

Progress Tests

A Skills and Communication Progress Test has been included at the end of the Stage A and Stage B instructor's manuals. These tests are composed of tasks that require a student to use the language knowledge that he gained from several units, applying these language skills to real situations. Similar progress checks can be made by the instructor after a student has completed the other stages of Skills units, in order to ensure that he is retaining his knowledge and skills.

The Progress Tests are designed to help an instructor observe a student's cumulative language learning and plan any remedial work the student may need. They are not intended as criterion tests for passing or failing.

Taped Progress Records

Some instructors find that recording the student's English speech at regular intervals is an effective means of revealing progress and improvement to both student and instructor. One cassette is reserved for each student and becomes his personal record of short, dated English conversations or talks.

IDENTIFICATION OF A STUDENT WHO NEEDS FLUENCY FIRST

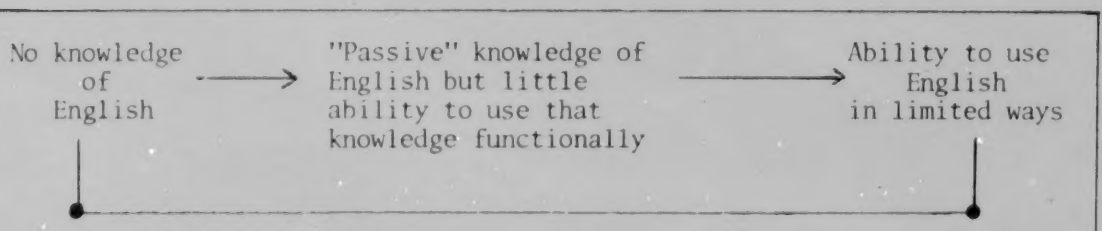
It is easy to recognize the need of an adult who speaks almost no English at all and wants to learn it; the difficult problem is to identify, as soon as possible, those adults who know enough English to communicate but whose knowledge of English is inadequate for educational purposes. These adults may already be enrolled in a literacy, upgrading, or vocational course, and neither they nor their instructors may have recognized at first the restricted nature of their knowledge of English. Their language problems may come to light as the instructors seek reasons for the lack of progress in their courses.

Although the following summary describes the characteristics of typical students for whom Fluency First was prepared, it does not imply that the Fluency First program is exclusively for those who fit the description exactly.

Fluency First Students: A Pre-Course Behaviour Profile

The typical students for whom Fluency First was prepared are adults whose own mother tongue is not Standard English and whose present knowledge of Standard English is non-existent or limited; they probably cannot read or write any language; they may be of Indian or Inuit ancestry (though not necessarily so), and they may live in a small rural northern community or have come from one; they have a felt need to learn English or to improve their knowledge of English, either for immediate contacts with English-speaking persons or for equipping themselves linguistically to become literate in English and get further education.

To understand the differing levels of competence in English among adults for whom Fluency First was prepared, one should think in terms of a continuum, as in the diagram below.


No knowledge of English
"Passive" knowledge of English but little ability to use that knowledge functionally
Ability to use English in limited ways

Continuum Illustrating the Differing Levels of Knowledge of English Among Students Entering a Fluency First Class

At one end of the continuum are adults who do not know any English whatever. At the other end are those who have acquired the ability to use the language for limited purposes but whose English proves inadequate as the language medium for getting an education. Between these two extremes are adults who have what is sometimes referred to as "passive" language knowledge, that is, a general understanding of what some English words and phrases mean without the skills of using those language items accurately in connected English speech.

Brief guidelines describing the oral English performance characteristic of a person at the "advanced" end of the continuum are included here in order to help instructors identify those adults who still need Fluency First instruction. Every individual may not, of course, have all the language problems described in these guidelines.

1. Comprehension: He has difficulty in understanding spoken English, so that an English-speaker has to make adjustments in vocabulary and speed of speech in order to make himself accurately understood.

2. Pronunciation: He makes errors in the pronunciation of individual sounds, or of stress, rhythm, and intonation, that are serious enough to lead to misunderstanding. An English-speaking listener may have to ask him to repeat frequently.

3. Structure: His speech shows unsatisfactory grammatical usage, including poor word order and incorrect or missing inflections. He restricts himself to simple verb forms and basic structural patterns involving a very limited choice of connectives, that do not reflect the situation accurately. Because he does not produce sentences expressing facts or relationships accurately and specifically, an English-speaking listener frequently has to ask a series of probing questions in order to discover his exact meaning.

4. Vocabulary: His vocabulary may be limited to certain topics, outside of which his selection of words becomes imprecise.

5. General Sentence Length: He may habitually give single-word answers or speak in short incomplete sentences even when a more complete response is required by the situation.

FLUENCY FIRST FOR LITERATE ADULTS

Fluency First was originally conceived and subsequently developed as an oral English program for adults who cannot read or write any language. There is nothing, however, to prevent its successful use by adults who are literate in their own language as well. In fact, because

the program is not based on paragraphs to read and exercises to write, an adult who is already literate and educated in another language, and who wants to learn to speak English and understand spoken English, may discover to his pleasure that he is better able to acquire oral skills and natural English speech in a Fluency First class than in a course that depends heavily on the printed form of the language. While developing oral skills in a Fluency First class, a literate adult could also use other printed texts for developing reading and writing skills in English.

PLACEMENT OF STUDENTS IN THE SKILLS OF ENGLISH COURSE

Developmental Background

Although the activities of Communication in English are intended for an entire group, whether the individual members of the group have entered the Fluency First class knowing some English or none at all, it is necessary to start each student at a suitable level in the individualized Skills of English immediately (or almost immediately) upon entry. No problem connected with oral language training for non-literate adults is more difficult.

During the early stages of Fluency First development, lengthy experiments were made in using formal testing procedures with illiterate or semi-literate adults in northern Canadian communities. A search of relevant literature and queries to institutions involved in research related to the problem indicated that no testing instrument had been developed that would be suitable for illiterate, non-urban northern adults. In any case, the very notion of a language test that would provide a complete view of a student's second language competence, assessing him in terms of a native speaker, assumes a certain social and educational background which a potential Fluency First student would almost certainly not possess. His response to such a test would therefore be quite different from that normally expected in a testing situation.

Nevertheless, in the process of collecting English error analysis information, much useful knowledge concerning successful and unsuccessful questioning procedures was gained. The conclusion reached was that most of the formal types of tasks, characteristic of oral language tests, are not suitable for use with the target group. The most successful types of tasks were those that were not artificial or merely verbal, but which provided some kind of realistic context that could sensibly be talked about. In particular, there was a good response to pictures; direct, polite, personal questions, that might occur in a normal social conversation, were also well received.

In the field test stage, a "Practical Placement Instrument" was used in a personal interview with each student. This involved a combination of personal questions, questions about pictures designed to elicit particular structural forms, and comprehension of a story-paragraph for retelling in the student's own words. In general, these tasks proved acceptable and the instrument succeeded in its limited function as a gross classifier. It provided guidance for judging whether an adult needed an oral English course, and it separated the selected adults into two groups: one group that knew little or no English and a second that had a degree of competence in English. However, it gave the instructor insufficient definite information concerning what the student knew and what he did not know.

The most intractable problem encountered in the field test interviews, that of shyness, did not emanate from the content of the instrument but rather from the nature of the situation in which the adults found themselves. Some spoke hardly at all or spoke so softly that the instructor could not be sure of what they were saying. Partly for this reason, some students gave the impression of knowing much less English than they actually did know.

General Description of the Placement Interview

In spite of difficulties, the necessity of placing a student in the Skills of English course remains, and it is obviously desirable to "match" the student and the level of language instruction as closely as possible, so that he will be challenged without being defeated. The experiments and practical experience of the developmental stages have provided guidance for the preparation of the Fluency First Placement Interview described below.

1. Purpose. It should be regarded as a structured interview rather than as a test. Points are assigned to definite tasks, but the purpose of this is to provide guidance to the instructor for placing the student at a suitable point of the Skills of English course, not to make a statement about the student's level of communicative competence in English. As shown above, the student's lack of confidence and a possible failure to understand the very notion of showing how much English he knows, may keep him from performing at his level of competence; furthermore, the time limitations of a practicable interview limit the opportunity of discovering his true level of competence.

2. Subjective Judgements. Unlike many tests of oral language ability, which typically contain items that can be checked right or wrong, even by a machine, the Placement Interview does not attempt to eliminate the subjective judgement of the instructor. Because the student does not read or write, he must speak his answers. The instructor, therefore, will inevitably have to judge the quality of pronunciation, degree of fluency and quickness of response, general length and complexity of sentences, and the appropriateness of vocabulary; he must be prepared to accept answers that are unexpected but equally correct and appropriate.

3. Types of Questions

Most of the questions concern pictures in the Skills of English books.

Some of the tasks involve the location of a page in a book or a picture on a page by following spoken instructions accurately.

There are some questions that concern the student himself, but many personal questions had to be avoided in a Placement Interview that would be used under greatly varying conditions.

A few tasks at the higher levels require that the student listen and respond to verbal situations without the support of pictures.

4. Format

a. The Placement Interview can be conceptualized as a series of nine blocks of tasks. If a student completes the tasks of one block successfully, he moves on to the next block; if he does not, he is assigned to a place in the Skills of English course. The model on page 18 illustrates this process graphically.

b. Each block of the Placement Interview is printed on one page. On the facing page there are notes to the instructor regarding special procedures, acceptable answers, and so on.

c. The scoring scheme, which is printed on the right-hand side of each block of tasks, permits the instructor to differentiate between a response that is correct factually but deficient or incomplete structurally, and a correct answer given in a complete, structurally correct sentence.

Example

Question, in reference to a picture of a fisherman sitting in a boat:

	Unsatisfactory	Correct: Minimum	Correct: Maximum
Where's the fisherman sitting?	0	1	2

- No answer at all, or an incorrect answer such as "in the water": [0]

- The correct answer, "in the boat" or "in a boat," but an inability to say a complete sentence correctly when subsequently encouraged to do so: [1]

- A complete sentence with the verb in the "Present ___-ing Tense," such as "He's sitting in a boat." [2]

d. At the bottom of each block are instructions for using the student's score, either for going on to the next block or for placing the student in Skills of English.

e. This Placement Interview has been designed so that administration will not require a lengthy period of time and scoring will be easy.

5. Reading Card

When a student has been unsuccessful in the tasks of a certain block and is therefore assigned to a place in Skills of English, the instructor may use the Reading Card (prepared like the model on page 41) before concluding the interview.

The Reading Card is not an essential part of the Placement Interview, which concerns spoken English only. On the other hand, the results of this quick check may provide a little additional evidence of value to the instructor about the student's acquaintance with English.

It sometimes happens that an adult who appears to speak virtually no English has some reading knowledge of it, gained perhaps many years before at a school he did not attend long or regularly. Adult students in that situation may have more latent knowledge of English than is revealed in a placement interview, and during their Fluency First course this latent knowledge may come to the surface.

The fact that a student is able to read the items on the Reading Card will not affect his placement in the individualized, oral Skills of English course, but an awareness of this ability will contribute to the instructor's understanding of the student's knowledge of English.

Conduct of the Placement Interview

1. Of prime importance is the creation of a relaxed and friendly atmosphere in which the student does not feel threatened. In actual practice, it may not be possible to eliminate all the fears and nervousness that a student feels, but the aim must be to decrease fear and demonstrate an encouraging attitude.

2. Interviews should be held privately. Students should not be interviewed in the presence of their peers.

3. The interviewer, who will probably be the instructor, should explain the purpose of the interviews first. It may be most convenient to do this with the whole group together. The positive aspect of finding

out the kind of lessons that will be just right for the individual should be stressed, as well as the fact that there is nothing to "pass" or "fail."

4. If some of the students do not know any English, and if the instructor does not speak the language of a student, it is desirable to enlist the help of an interpreter to explain the purpose of the interview.

   The interpreter's presence in the room throughout the interview may be helpful, but he should not translate the questions and instructions. The effectiveness of the interview will be spoiled if he translates.

5. After a student has been politely greeted and seated, as would be normal in any adult encounter, the interview can proceed immediately.

   It may be tape-recorded for future reference, but this is not necessary. The scoring can be done immediately. The instructor should be as discreet as possible in recording scores.

   If two instructors (or an instructor and an aide or interpreter) can work together, the job of scoring can be assumed by the one who is not asking questions. It will be necessary for the scorer to sit close enough to hear the student's responses, however.

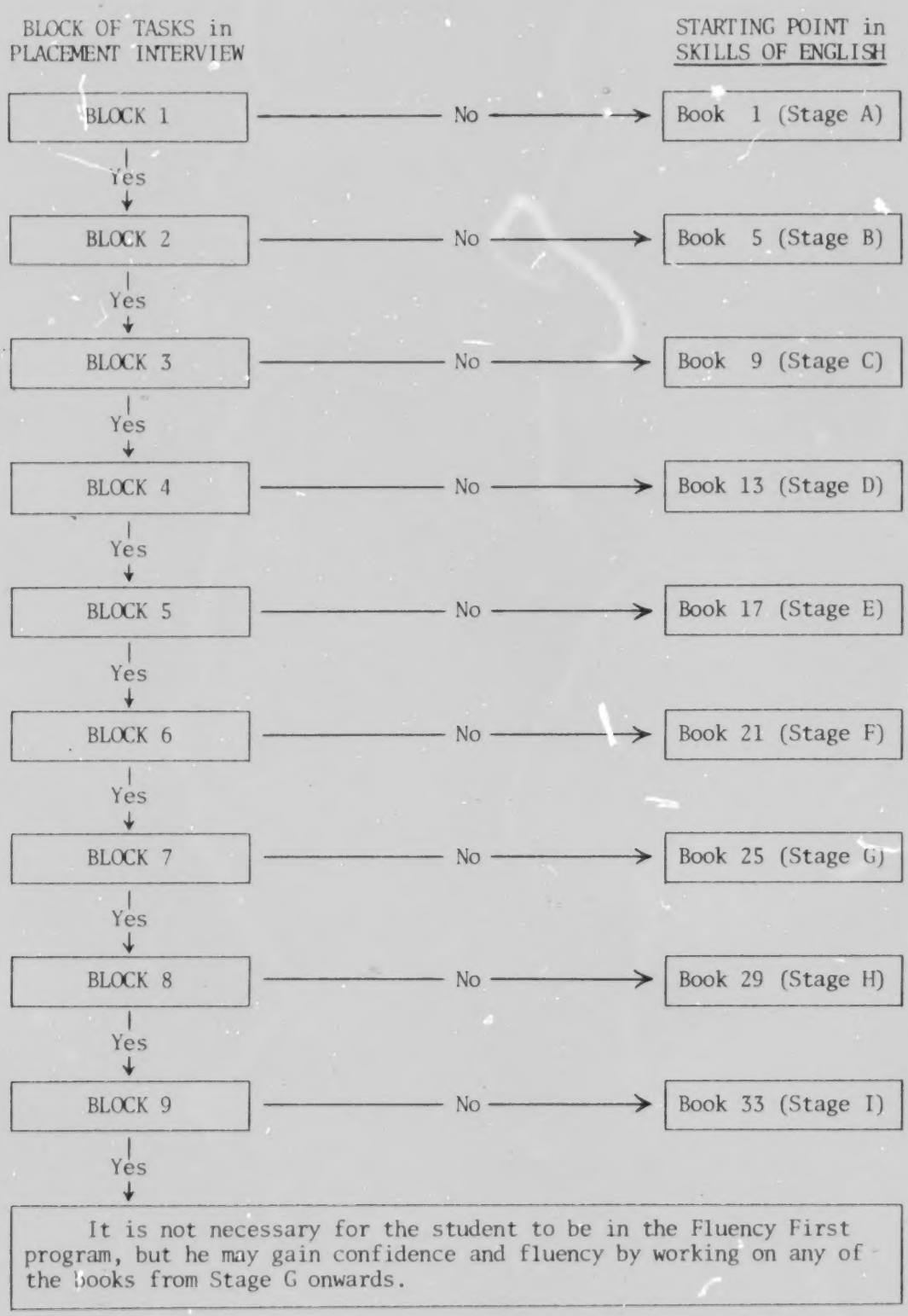
6. Unless the Placement Interview instructions suggest otherwise, the instructor should let the student find a particular page in a picture book, and locate a particular picture on the page, without his help. The ability to carry out such a task may be a scored part of the interview.

   In fact, it has been deliberately planned that the instructor will not see most of the pictures he asks about. It became evident during testing experiments that many of the adults being tested were bothered by the "foolishness" of telling somebody an answer that the questioner could see for himself. An element of reality can be maintained if the student feels that he is really giving the instructor some information.

7. The instructor should accept a student's responses with a pleasant but non-committal "All right" or similar comment. Whenever a student gives a correct answer in a partial statement, however, he should encourage a more complete response. The notes suggest practical ways of doing this, such as providing a subject for a complete sentence.

8. When the interview is finished, the student should be thanked for his co-operation. It is neither necessary nor useful to tell him his placement; the number of a book or stage would have no meaning to a new student.

PLACEMENT IN SKILLS OF ENGLISH



Placement

1. A student is always placed in the first book of one of the nine stages of Fluency First. Trying to decide from a short interview whether a student should begin using Book 22 or Book 23, for instance, would be impractical. It is considered more realistic to judge whether he needs to begin using Book 21 or Book 25.

   Thus, a student may be placed at one of these points:

   Book 1 - (Stage A)
   Book 5 (Stage B)
   Book 9 (Stage C)
   Book 13 (Stage D)
   Book 17 (Stage E)
   Book 21 (Stage F)
   Book 25 (Stage G)
   Book 29 (Stage H)
   Book 33 (Stage I)

2. Placement in the Skills of English does not affect a student's "public" position in the group, where everyone can co-operate in Communication activities.

3. The Placement Interview is a means of getting a student started on language work that seems suitable for him. If it becomes evident, as the instructor gains a greater understanding of a student's knowledge of English, that the placement was not to the student's best advantage, the instructor should make necessary adjustments.

4. It is neither wise nor kind to place a student too high. First, it is far better for the sake of the student's morale to discover that he can do work at a higher level than it is to have to move him to a lower level after he has started. Furthermore, a student is able to gain self-confidence when he begins with work that he can do without strain.

   In case of doubt, then, place the student at a lower level rather than a higher one, but be ready to let him move ahead if you observe that the lessons are really too easy for him. A way of being sure about this is to let him try the End Tests of several units.

5. Interviewers should remember that they are making judgements about language, not just about the ability to hold a conversation. It is necessary to pay attention to details of suitable tenses and verb endings, plurals, article use, and other structural items. Errors in the use of these items should not be overlooked as "small mistakes" just because the student understood the general topic of the task. An interviewer cannot afford to be a "mind-reader," but has to assess what the students actually say, not what he thinks they can say.

THE PLACEMENT INTERVIEW

Have the following materials ready:

1. Picture books from the Skills of English course: Book 1, Book 4, Book 12, Book 19, Book 30.

2. A clock, or a large watch, placed so that the students, rather than the interviewer, can see it.

SCORING

In each case, the maximum score of 2 is for a correct answer in a complete and structurally correct sentence.

If a student gives a correct answer in an incomplete sentence, prompt him to say it in a complete sentence. If he succeeds, award him the 2 points. If he does not succeed, or if he makes structural mistakes, award him 1 point, and proceed.

BLOCK 1: Notes for Instructors

MATERIALS: Skills of English, Book 4, open at page 9.

TASK 1: The student does not have to reply in a complete sentence. Encourage him to say his full name.

TASKS 2, 3: No spoken reply is necessary.

TASK 4: No spoken reply is necessary.

TASKS 5-8: Do not look at the pictures with the student. Let him feel that he is giving you some information.

TASK 5: (Page 1) Typical expected responses: He's sitting in a boat./He's sitting in the boat./ He is ... The fisherman is ...

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "The fisherman ..."

TASK 6: Typical expected responses: It's a fish./It is a fish.

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "It ..."

Pay special attention to the use of the article a and the verb is, contracted or uncontracted.

TASK 7: Typical expected responses: They're on the floor./They're at school./They're in a classroom./They are .../The children are ... Also possible: They're in picture 3.

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "The children ..."

TASK 8: The student may speak about the housewife in either picture 5 or picture 6. It will even be satisfactory to speak about the woman in picture 3 as a housewife.

Typical expected responses: She's cooking./She's cooking a fish./She's standing behind a stove./She's buying a jacket./ She is .../The housewife is ...

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "The housewife ..."

PLACEMENT INTERVIEW

BLOCK 1

TASKS	SCORING Circle one number for each task.		
	Unsatisfactory	Correct: Minimum	Correct: Maximum
1. My name is (first name) (last name). What's your name, please?	0	0	1
(Show the student page 9 of Book 4. Look at the book with him.) 2. Show me a picture of a dog.	0	0	1
3. Show me a picture of a baby.	0	0	1
(Close the book, leaving it in front of the student.) 4. Please open the book again. Find page one.	0	0	1
(Sit back so that you are not looking at the pictures.) 5. Find a picture of a fisherman. Where's the fisherman sitting?	0	1	2
6. The fisherman is looking at something. What is it?	0	1	2
7. Find a picture of three children. Where are they?	0	1	2
8. Find a picture of a housewife. What's she doing?	0	1	2
MAXIMUM SCORE 12			

STUDENT'S SCORE: _____

If the student's score is 11 or 12, go on to BLOCK 2.

If the student's score is 10 or less, go on to the Reading Card. The student should begin Fluency First in | Book 1 (Stage A) |

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BLOCK 2: Notes for Instructors

MATERIALS: Skills of English, Book 4
A clock or large watch, facing the student.

TASK 1: No spoken reply is necessary.

TASK 2: Typical expected response: It shows a hunter with a gun.

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "The picture ..."

TASK 3: Typical expected response: He's going to shoot at a bird.

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "The hunter ..."

TASK 4: Typical expected response: The third man is a trapper.

Prompt for a complete answer after a correct short response: All right. Say it again. Begin with "The third ..."

TASK 5: Typical expected responses: No, they don't always wear snowshoes./No, they sometimes wear snowshoes./No, but they wear snowshoes sometimes.

TASK 6: If there is any reason to think that a student might be embarrassed by this question, change the wording to "Where do the people here usually buy their (food/clothes)?"

Typical expected responses: I usually buy my food at (the co-op).

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "I ..."

TASK 7: Typical expected response: It's (twenty-two minutes past ten).

PLACEMENT INTERVIEW

BLOCK 2

TASKS	SCORING Circle one number for each task.		
	Unsatisfactory	Correct: Minimum	Correct: Maximum
1. Now find page 6. Turn the book sideways.	0	0	1
2. Does the second picture show a hunter with a gun or a driver in a car?	0	1	2
3. Is the hunter going to shoot at a bird or a moose?	0	1	2
4. Which man is a trapper, the third man or the fifth man?	0	1	2
5. Do trappers always wear snowshoes?	0	1	2
6. Please tell me: Where do you usually buy your food? (Or, substitute "clothes" for "food".)	0	1	2
7. What time is it, please?	0	0	1
MAXIMUM SCORE			12

STUDENT'S SCORE: _____

If the student's score is 11 or 12, go on to BLOCK 3.

If the student's score is 10 or less, go on to the Reading Card. The student should begin Fluency First in Book 5 (Stage B) .

BLOCK 3: Notes for Instructors

MATERIALS: Skills of English, Book 12

TASK 1: The purpose of this task is to permit the student to say a short oral paragraph, rather than merely to respond to questions.

The first sentence is given to him in order to establish the tense. Thereafter, the student must continue to use a past tense for verbs showing action. If a student cannot understand what is expected of him, prompt him with the question What happened next?

Typical expected responses:

Picture 2: He wanted to shoot the moose./He aimed at the moose.

Picture 3: He shot the moose./He shot the moose in the shoulder./The moose fell down.

Picture 4: He killed the moose./The moose is dead.

TASK 2: Typical expected response: It's winter.

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "It ..."

PLACEMENT INTERVIEW

BLOCK 3

TASKS	SCORING Circle one number for each task.		
	Unsatisfactory	Correct: Minimum	Correct: Maximum
Here's another book. (Hand the student Book 12.) Find page 5 in it. (Pause) The four pictures on the pages show a story. Look at them first. (Pause) Please tell me the story. Begin at the top and say a sentence or two for every picture. Begin with The hunter saw a moose. 1. a. (Repetition of the sentence.)	0	0	1
b. (At least one sentence for picture 2.)	0	1	2
c. (At least one sentence for picture 3.)	0	1	2
d. (At least one sentence for picture 4.)	0	1	2
Look at page 4. 2. What season is it in the picture on the left-hand side of the bottom row?	0	1	2
MAXIMUM SCORE			9

STUDENT'S SCORE: _____

If the student's score is 8 or 9, go on to BLOCK 4.

If the student's score is 7 or less, go on to the Reading Card. The student should begin Fluency First in Book 9 (Stage C).

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BLOCK 4: Notes for Instructors

MATERIALS: Skills of English, Book 1, open at page 19.

TASK 1-5: All these tasks involve the comprehension and use of modals. The purpose of showing the student a picture of a man is merely to help him imagine a speaker of these sentences.

TASK 1: (Obligation)

Typical expected response: Yes, he has to buy some gas today.

Prompt for a complete sentence after a correct short response: All right. Go on. Say, "Yes, Ben ..."

TASK 2: (Future possibility)

Typical expected response: I don't know, but it may rain.

Prompt for a complete sentence after a correct short response: All right. Go on. Say, "I don't know, but ..."

TASK 3: (Future possibility)

Typical expected response: I don't know, but he might eat with him.

Prompt for a complete sentence after a correct short response: All right. Go on. Say, "I don't know, but ..."

TASK 4: (Moral obligation)

Typical expected response: No, he didn't visit his friend. (... not yet)

Prompt for a complete sentence after a correct short response: All right. Go on. Say, "No, Ben ..."

TASK 5: (Moral obligation)

If necessary, repeat Ben's sentence from TASK 4.

Typical expected response: Yes, he should visit his friend.

Prompt for a complete sentence after a correct short response: All right. Go on. Say, "Yes, Ben ..."

PLACEMENT INTERVIEW

BLOCK 4

TASKS	SCORING Circle one number for each task.		
	Unsatisfactory	Correct: Minimum	Correct: Maximum
(Show the student page 19 of Book 1). This man is Ben. Listen carefully to my sentences about Ben. I'm going to ask a question after each sentence. Answer "Yes, ..." or "No, ..." or "I don't know, but..." and then say the whole sentence. Here's an example: Ben said, "I went fishing yesterday and caught a lot of fish." Did Ben go fishing yesterday? Yes, he went fishing yesterday. Ready? 1. Ben said, "I must buy some gas for my engine today." Does Ben have to buy anything today?	0	1	2
2. Ben said, "It may rain today." Will it rain today?	0	1	2
3. Ben said, "My uncle might come for supper tonight." Is Ben's uncle going to eat with him tonight?	0	1	2
4. Ben said, "I ought to visit my friend in the hospital." Did Ben visit his friend?	0	1	2
5. Should Ben visit his friend in the hospital?	0	1	2
MAXIMUM SCORE 10			

STUDENT'S SCORE: _____

If the student's score is 9 or 10, go on to BLOCK 5.

If the student's score is 8 or less, go on to the Reading Card. The student should begin Fluency First in Book 13 (Stage D).

BLOCK 5: Notes for Instructors

MATERIALS: Skills of English, Book 19.

TASK 1: Repeat the whole TASK, if necessary.

Typical expected responses: The girl in the brown blouse is twelve years old./ She's twelve years old.

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "The girl ..."

TASK 2: Typical expected responses: The girl in the blue blouse has the shortest fish./ The girl on the left has the shortest fish.

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "The girl ..."

TASK 3: Typical expected response. A person can take pictures with a camera.

Prompt for a complete sentence after a correct short response: All right. Say it again. Begin with "A person ..."

If a student cannot respond because he has had no experience of cameras, tell him the basic answer "take pictures," and let him try to express it in a sentence.

PLACEMENT INTERVIEW

BLOCK 5

TASKS	SCORING Circle one number for each task.		
	Unsatisfactory	Correct: Minimum	Correct: Maximum
(Give the student Book 19.) Find page 14. Look at the picture in the middle of the page. Listen carefully. 1. The girl in the blue blouse is the same age as the girl in the brown blouse. The girl in the blue blouse is twelve years old. How old is the girl in the brown blouse?	0	1	2
2. Which girl has the shortest fish?	0	1	2
Turn back one page. Look at page 12. Find picture 4. It's a camera. 3. What can a person do with a camera?	0	1	2
MAXIMUM SCORE			6

STUDENT'S SCORE: _____

If the student's score is 5 or 6, go on to BLOCK 6.

If the student's score is 4 or less, go on to the Reading Card. The student should begin Fluency First in Book 17 (Stage E).

BLOCK 6: Notes for Instructors

MATERIALS: Skills of English, Book 19.

TASK 1: Typical expected response: He has just caught a fish.

Prompt for a complete sentence after a correct short anser: All right. Say it again. Begin with "The boy ..."

TASK 2: Typical expected response: No, he hasn't taken it out of the water yet.

Prompt for a complete sentence after a correct short answer. All right. Go on. Say, "No, the boy ..."

TASK 3: If necessary, re-word the question for the student. For example: What did the boy put on his hook?

Typical expected responses: He may have used (some meat)./ He might have used .../ He could have used .../ Maybe he used .../ I think he used ...

Accept any sensible answer. Prompt for a complete sentence after a correct short answer: All right. Say it again. This time begin with "He may ...

TASK 4: Typical expected responses: I've lived here (for five years/ all my life/ since 1965).

Prompt for a complete sentence after a short answer: All right. Say it again. Begin with "I've ..."

Pay special attention to the / v / sound of I've.

TASK 5: Typical expected responses: No, I've never been in an English class before./ Yes, I have. I was in an English class (a long time ago).

PLACEMENT INTERVIEW

BLOCK 6

TASKS	SCORING Circle one number for each task.		
	Unsatisfactory	Correct: Minimum	Correct: Maximum
Find page 13 and look at picture 4. 1. What has the boy just caught?	0	1	2
2. Has he taken it out of the water yet?	0	1	2
3. What did the boy use for bait? We don't know, but what do you think?	0	1	2
Here are some questions about yourself. 4. How long have you lived in this (town / village / city / place)?	0	1	2
5. Have you ever been in an English class before?	0	1	2
MAXIMUM SCORE 10			

STUDENT'S SCORE: _____

If the student's score is 9 or 10, go on to BLOCK 7.

If the student's score is 8 or less, go on to the Reading Card. The student should begin Fluency First in Book 21 (Stage F).

PLACEMENT INTERVIEW

BLOCK 7: Notes for Instructors

MATERIALS: Skills of English, Book 19, still open at page 12.

TASK 1: The student must show that he comprehends the instruction that involves until followed by a clause.

TASK 2-6: The purpose of saying a sentence about each picture first is simply to familiarize the student with the situation shown in the pictures.

Accept any sensible conclusions to the sentences. If necessary, repeat the first part for the student. Notice that he is expected to repeat your words before adding his, thus saying a complete, complex sentence.

TASK 2: (Adverbial time clause with while)

Typical expected response: The boy is pulling his fish in while his father is picking it up with a net.

TASK 3: (Adverbial clause with because)

Typical expected response: The boy looks happy because he caught a big fish.

TASK 4: (Noun clause reporting mental activity)

Typical expected response: I don't know how much the fish weighs, but I think (that) it weighs twelve pounds.

TASK 5: (Adjective clause with the relative that)

Typical expected response: The fish that the boy caught is very heavy.

TASK 6: (Adverbial time clause with before)

Typical expected response: The boy got a bite on his line before his father did.

The full verb in the adverbial clause is also acceptable, though less natural: The boy got a bite on his line before his father got a bite.

PLACEMENT INTERVIEW

BLOCK 7

TASKS	SCORING Circle one number for each task.		
	Unsatisfactory	Correct: Minimum	Correct: Maximum
(Book 19 is still open at page 12.) 1. Listen carefully. Please turn the pages of the book over, one by one, going backwards until I tell you to stop. (Watch the student and stop him at pages 2 and 3.)	0	0	1
(Look at these pages with the student.) Listen. The pictures on these two pages show a story. (Point to picture 1.) A boy and his father went fishing together. (Point to picture 2.) The boy got a bite on his line first. (Point to picture 3.) He pulled it in and his father picked it up with a net. (Picture 4.) The boy was very happy. Now I'm going to begin some sentences about the pictures. Say my words again, but go on and finish the sentence. 2. Picture 3. (Pause) The boy is pulling his fish in while ...	0	1	2
3. Picture 4. (Pause) The boy looks happy because ...	0	1	2
4. Picture 4. I don't know how much the fish weighs, but I think ...	0	1	2
5. Picture 4. The fish that the boy ...	0	1	2
6. Picture 2. (Pause) The boy got a bite on his line before his father ...	0	1	2
MAXIMUM SCORE			11

STUDENT'S SCORE: _____

If the student's score is 10 or 11, go on to BLOCK 8.

If the student's score is 9 or less, go on to the Reading Card. The student should begin Fluency First in Book 25 (Stage G).

PLACEMENT INTERVIEW

BLOCK 8: Notes for Instructors

MATERIALS: Skills of English, Book 30

TASK 1: Typical expected responses: They could (go skating) if it was winter./ If it was winter, they could (go skating).

The use of were instead of was is, of course, also correct in this kind of sentence.

Prompt for a complete sentence after a short correct response: All right. Say it again. Begin with "The children ..."

TASK 2: Typical expected responses: I'd (buy a new coat) if I won a hundred dollars./ If I won a hundred dollars, I would (buy a new coat).

Accept any plausible use of the money.

Prompt for a complete sentence after a short correct answer: All right. Say it again. Begin with "If I won ..."

TASK 3: Typical expected response: He hopes (that) his son will become a pilot.

Prompt for a complete sentence after a short correct answer. All right. Say it again. Begin with "The pilot hopes ..."

TASK 4: Typical expected response: That man's son can't become a pilot unless he takes some training.

If the student does not understand what he is expected to do, change the wording to Say these words and finish the sentence with "unless": "That man's son can't become a pilot ..."

PLACEMENT INTERVIEW

BLOCK 8

TASKS	SCORING Circle one number for each task.		
	Unsatisfactory	Correct: Minimum	Correct: Maximum
Find page 9. Look at picture 1. It's summer in this picture. 1. What could the children do if it was winter?	0	1	2
Look at picture 3. These men are talking about winning money. One man said, "If I won a hundred dollars, I'd buy a power saw." 2. What would you do if you won a hundred dollars?	0	1	2
Find page 6. Look at the bottom row of pictures. Each of these men wants his son to have the same occupation that he has. For example, the trapper hopes that his son will become a trapper. 3. What does the pilot hope?	0	1	2
A person has to take special training to become a pilot. That man's son can't become a pilot if he doesn't take some training. 4. Say that sentence in another way, with the word "unless." Listen again. That man's son can't become a pilot if he doesn't take some training.	0	1	2
MAXIMUM SCORE			8

STUDENT'S SCORE: _____

If the student's score was 7 or 8, go on to BLOCK 9.

If the student's score was 6 or less, go on to the Reading Card. The student should begin Fluency First in [Book 29 (Stage H)].

PLACEMENT INTERVIEW

BLOCK 9: Notes for Instructors

MATERIALS: None

TASK 1-2: Typical expected responses: The witness heard a horn blow. The witness saw the truck run into the car.

If the student has difficulty, repeat the example for him.

TASK 3-5: If necessary, repeat both sentences for the student when required, but do not give additional explanations, and do not repeat just the one sentence that would help a student to answer a particular question.

TASK 3: Typical expected response. Jennie had the dress made. Do not accept "She" as the subject. If the student begins his sentence with "She," ask "Who?"

Prompt for a complete sentence after a correct short answer: All right. Go on. Say, "Jennie had ..."

TASK 4: Typical expected response. A dressmaker made the dress. Do not accept "She" as the subject.

Prompt for a complete sentence after a correct short answer: All right, but say the whole sentence.

TASK 5: Typical expected response: No, we don't. She was going to get married, but we can't be sure that she did.

Prompt for a complete response after a correct short answer: All right. Why do you say that?

PLACEMENT INTERVIEW

BLOCK 9

TASKS	SCORING Circle one number for each task.		
	Unsatisfactory	Correct: Minimum	Correct: Maximum
Listen to this short story. There was an accident between a car and a truck. The car turned left in front of the truck. The truck driver blew the horn, but he didn't stop. The truck hit the back of the car with a loud crash. A witness saw and heard everything. Now, listen to my sentence. Then begin your own sentence with the words "The witness saw ..." or "The witness heard ..." Here's an example. The car turned left. The witness saw the car turn left. Ready? 1. A horn blew.	0	1	2
2. The truck ran into the car.	0	1	2
Here's another story. Jenny was going to get married. She had a dressmaker make a beautiful wedding dress for her. Now answer these questions. 3. Who had the dress made?	0	1	2
4. Who made the dress?	0	1	2
5. Do we know whether Jennie got married or not? Explain your answer.	0	1	2
MAXIMUM SCORE			10

STUDENT'S SCORE: _____

If the student's score is 9 or 10, it is not necessary for him to be in the Fluency First program, although he may gain confidence and fluency by working on Books 33 - 36 (Stage I), or any of the books from Book 25 onwards.

If the student's score is 8 or less, he should work on Book 33 (Stage I).

In either case, go on to the Reading Card.

PLACEMENT INTERVIEW

READING CARD: Notes for Instructors

1. Make a Reading Card containing numbers, common notices, letters, words, and a sentence, by copying the model.

2. When the student whom you are interviewing has received a score below the "successful" point in a block of the oral interview, place the Reading Card in front of him. Look at the card with him.

3. a. Point to several numbers and ask, "What's this number?"

   b. Whether the student can read the numbers or not, point to two of the notices and ask, "What does this say?"

   c. If the student cannot read the notices, point to a letter and a word and ask, "Do you know this (letter/word)? What is it?"

   If the student can read the notices, gesture towards the rest of the card and ask, "Can you read these letters and words? What are they?" Let the student show how much he can read.

4. Whether the student has read anything or not, thank him for his co-operation and let him know that the interview is finished.

PLACEMENT INTERVIEW

MODEL FOR THE READING CARD

5 9 3 6 8 0

16 24 30

STOP NO SMOKING

WALK DON'T WALK

a s m h o d

man net mop cup

at men it in

His name is Ben Winter.

PART TWO: METHODOLOGY OF THE FLUENCY FIRST PROGRAM

THE SIGNIFICANCE OF THE TERM "SECOND LANGUAGE"

The term "second language" is used to refer, in general, to a language learned by a person who has already acquired his first language, or mother tongue. However, the term has also gained certain special implications which should be understood.

When "second language" is contrasted with "foreign language," the implication is that the second language has permanent status in the area where the speaker lives or in which he regularly travels. Thus, to an English-speaking Canadian living in Ottawa who studies Japanese in preparation for a holiday visit to Japan, Japanese is a foreign language. If the same English-speaking Canadian later studies French for use in his daily work, he is learning French as a second language. The term "second" does not necessarily have a chronological reference except in relation to the mother tongue; its reference may be to the function that language fills for the speaker.

A person may learn a second language for different reasons. These have been grouped by linguists under two descriptive headings: instrumental motivation and integrative motivation. Briefly, an instrumental motivation derives from the need to use the second language merely as the means, or instrument, for achieving some other goals; an integrative motivation derives from the desire to be accepted by native-speakers of that language- to integrate with that society, though not necessarily to be assimilated into it. For example, many immigrants to Canada have an integrative motivation for learning either English or French because, having chosen to live in this country, they want to associate with Canadians and be accepted by them. On the other hand, a person who studies a language in order to pass an examination or to facilitate his role as a tourist has an instrumental motivation for learning the language.

It is impossible to foresee the motivations of students who will be in Fluency First classes. However, one may hazard a guess that for many Fluency First students an instrumental motivation will be stronger than an integrative one. They may want to learn English so that they can take a literacy or vocational course; so that they can get a job, hold it, and be promoted in it; so that they can deal confidently with English speakers. English will be their instrument for achieving some of their goals.

Encounter Points

It is from this consideration that the important Fluency First concept of "encounter points" developed. As a program oriented towards the rural north, Fluency First starts from the experience of people who live

there, perhaps in settlements that are still very isolated. It would have been easy, and superficially "correct" according to current thought, to have gone no further in thinking through the question of Fluency First thematic content than the fundamental principle that educational materials should be related to students' lives. In that case, the topics, vocabulary and conversational styles would have been based solely on what Fluency First students actually see, do, and experience in their home communities.

But the question was asked: What will Fluency First students need English for? A father will not need to use English when taking his son around the trapline with him; neighbours in a community will not need English for their nightly game of cards. Fluency First students need English for their contacts with the English-speaking world, as it impinges on their lives in the north.

The term "encounter points" describes these points of contact, these situations in which an illiterate adult in or from a northern community comes into contact with English-speakers, and in which he is likely to be at a disadvantage if he is not confident of his ability to communicate in English.

Chief among the "encounter points" for Fluency First students is the educational one, and therefore the kind of vocabulary necessary for taking literacy instruction receives high priority in the oral English course. Other "encounter points" fit into the general categories of economics -- buying and selling, employment, loans; social institutions -- welfare, the law, hospitalization; and government -- public meetings, housing, taxes.

The "encounter point" concept has affected not only the selection of topics and vocabulary but also the viewpoint from which a topic is presented. For example, in the unit on a school the language about the school system, building, personnel, and subjects is presented from the viewpoint of parent-teacher interviews, with the aim of enabling the adults to discuss their children's education with the English-speaking teachers.

Thus, the Fluency First program begins from the physical and social environment characteristic of the rural north and remains rooted there, but its subject matter concerns contact with English-speaking society, which reaches into the community mainly from the outside. Since Fluency First does not have the objective of replacing a student's own mother tongue with English, its thematic content does not concern those areas of life where it is normal to use the mother tongue, except from the standpoint of expressing this to an English-speaker.

English as a Second Dialect

Some Fluency First students may have grown up in homes where a non-standard dialect of English was spoken. (To call a dialect "non-standard" is simply to recognize difference. It does not make a critical or condescending social judgement.) If that dialect was the only language of

the home, it naturally became his mother tongue, and he will not need to learn English as a second language but rather Standard English as a second dialect.

If, however, his mother tongue was an Indian or Inuit language but he also learned the non-standard dialect of English because it was often used in the home, Standard English may be both a second language and a second dialect to him, for his basic conceptual framework is likely to have been acquired from his mother tongue.

Linguists and English language teachers are only now studying in depth the language problems of students who speak a non-standard dialect of English and to ascertain the best methods of helping them learn the Standard English they meet in educational courses. Nevertheless, experience elsewhere seems to confirm the opinion of Dennis Craig, who wrote:

> *"... contextual orientation on the whole plays a greater role than it does in foreign language teaching ... the major method of teaching, therefore, should consist of a meaningful repetition of language through a repetition of contolled situations naturally requiring such language."**

Fluency First methodology and materials have the characteristics described above and would seem to be particularly suitable for this group of students.

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"English as a Second Language" is often written in short form as ESL, and the "Teaching of English as a Second Language" appears as TESL. "Standard English as a Second Dialect" may be referred to as ESD.

.....

FLUENCY FIRST AS A PROGRAM OF LANGUAGE INSTRUCTION

Language is primarily speech. Historically, reading and writing came late after people had been speaking their languages for centuries. Throughout the world, millions of people still do not know how to read and write, yet it would be ridiculous to assert that these non-literate people do not have a language. Children know their own mother tongue very well before they learn to read and write it.

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* Dennis R. Craig, "Linguistic and Sociolinguistic Problems in Relation to Language Education and Policy in the English-Speaking Caribbean," in Anthropology and Language Science in Educational Development, UNESCO, Paris. 1973.

As a program of language instruction, Fluency First is concerned primarily with the spoken English language. Only secondarily is it concerned with introducing those students who are interested in it to the written form of English, which is the representation of the English language in visible form.

Just as a language can be represented in writing for someone else to read, a language is normally spoken for someone to hear. In describing an act of speech, linguists use the term "production" to refer to expression or speaking, and the term "reception" to refer to hearing and comprehending. This notion of production - and - reception pervades any discussion about the nature of language and language learning, for two main reasons.

First, the implication is that the person who hears can understand the meaning of a statement made by the person who speaks because, as members of one speech community, they have something in common. A language is not only a collection of individual speech acts; it is a cultural vehicle, a primary means of interaction between members of a social group. Furthermore, a language learner needs to develop both classes of skills, becoming able to understand the spoken language that he hears as well as to express himself in the language so that others can understand him.

As a program of oral language instruction, therefore, Fluency First is concerned with the meaning of the language content, and it is designed to develop in the students the ability to "receive" spoken English with understanding and to "produce" English with appropriateness and accuracy.

No matter how a person learns any language, including his mother tongue, three basic elements of language have to be mastered: the sound system of the language, its grammatical structure, and vocabulary. Since each of these three basic elements affects the total meaning of an utterance, a student has to learn not only the physical mechanics of putting sounds and words together but also the significance each small feature contributes to the whole, so that he can interpret what he hears and speak appropriately in a situation.

The sound system of English, its grammatical structure, and some of its vocabulary, then, including the parts they play in conveying meaning, constitute the content of the Fluency First program -- the "what" that students of the English language have to learn. "What kind of English" and "how much" of the total English sound system, structure, and vocabulary will be presented in Fluency First is defined in the section below on "The English of Fluency First" and is detailed in the instructional objectives. "How" the language content is presented to Fluency First students for learning is the subject of the section entitled "The Methodology of the Oral Fluency First Courses." "Why" adults want to learn English has already been discussed in the section on "The Significance of the Term 'Second Language'."

First, however, a brief overview of the three basic elements of language is included in order to facilitate an understanding of the reasons for the methodology adopted by Fluency First.

ELEMENTS OF LANGUAGE

1. The Sound System of a Language

Out of the infinite possibilities of sounds and combinations of sounds that human beings can make, each language has developed its own system. Some languages use many distinct sounds while others manage successfully with relatively few. Tonal languages depend heavily on the pitch of each word to convey meaning; in others, the intonation pattern of an entire sentence may alter the meaning that might be expected from the arrangement of words. Differences between certain sounds that are important in one language may have no real significance in another. Students have to master not only the individual sounds of a language but also the way those sounds are used by that language.

On hearing the term "pronunciation," instructors who have not previously taught a language tend to think of particular (or "discrete") sounds , especially those sounds that learners of the language find difficult. For instance, many students of English in northern Canadian communities have difficulty pronouncing the English / š / sound, represented by the sh of the word shell, and it is common to hear teachers in these communities describe the pronunciation problems of their students only in reference to this particular sound.

Far more fundamental to the knowledge of any language, however, are three other features of its "pronunciation" or sound system: intonation (or rise and fall of voice pitch), the stress of syllables in a word or words in a sentence, and rhythm. Linguists who have studied the way infants learn their mother tongue report that those are the features a child first recognizes and responds to, even before he pays attention to particular sounds. A foreigner who learns to produce every individual sound of English perfectly may be almost incomprehensible to a native speaker of English if the intonation, stress, and rhythm of his sentences are uncharacteristic of English speech.

For these reasons, the Fluency First Skills of English course begins its work on pronunciation with exercises on these features of the English sound system. Only gradually does the program introduce the practice of particular sounds.

2. Grammatical Structure

A knowledge of many words in a language is not at all the same as a knowledge of the language. It is the structure of the language, or the way those words are put together in relationship to one another, that permits meaningful speech. Each language has its own structure system. Some languages express grammatical relationships

mainly by adding endings to a base word to indicate case, gender, number, tense, voice, or person; others express a complete and complex idea in one long word composed of many particles blended together.

In general, English employs three methods of expressing the grammatical relationships of words: word order, the use of structure words, and inflections.

The following examples, in which the words are exactly the same but their arrangement different, illustrate the important part played by word order in showing the meaning of English.

a. The man ate the chicken.
   The chicken ate the man.

b. Have you all finished the work?
   Have you finished all the work?

c. I don't have anything to do.
   I don't have to do anything.

Almost every English sentence is composed of two classes of words, which may be referred to as content words and structure words. Content words are those in which lexical meaning predominates, and structure words are those in which grammatical meaning predominates. Content words -- such as car, jump, ten, and red -- can, if desired, be learned in isolation, whereas structure words -- such as the, in, when, because, or but -- cannot be learned separately because their job is to show grammatical meaning and relationships. For instance, in the sentence The man has been sleeping, the content words are man and sleep, which has an -ing ending here. The other words are there mainly to indicate certain grammatical specifications and relationships.

In English, structure words are very important, but they have often been neglected in language instruction. For the most part, they are short; they are usually spoken without stress; and they cannot be pictured or demonstrated easily. Nevertheless, they are powerful in altering the meaning of English, as is evident in the following examples:

a. I've made a few friends here.
   I've made few friends here.

b. We want a new education policy.
   We want the new education policy.

c. Do not take the coffee until the red light is on.
   Do not take the coffee when the red light is on.
   Do not take the coffee because the red light is on.
   Do not take the coffee although the red light is on.

   ... etc.

A thorough knowledge of structure words is absolutely essential when English is used as the medium for learning other subjects, yet it is exactly this knowledge that is most likely to be lacking among adults who have "picked up" English only through their casual contacts with English speakers.

Inflectional changes do not play such a prominent part in English structure as they do in some other languages, but a knowledge of them is nevertheless essential for accurate comprehension and expression. Some examples of inflectional changes in English are:

a. Verbs: speak, speaks, speaking, spoke, spoken.

b. Pronouns: I, me, he, him, ... etc.
this, these; that, those.

c. Nouns: boy, boys; boy's; boys'.
tooth, teeth.

d. Adjectives: tall, taller, tallest.

Word order, structure words, and inflections are combined in regular ways, which can be referred to as the structural patterns of English. When various content words are substituted in a single structural pattern, a new statement is made each time.

Examples

(1) It's a (car).
It's a (boat).
It's a (bird).
It's a (plane).
It's a ((NOUN)).

(2) The man is (sleep)ing.
The man is (eat)ing.
The man is (fight)ing.
The man is (work)ing.
The man is ((VERB)-ing).

(3) if I leave in the morning, I'll arrive at night.
If I go at three o'clock, I'll return at six o'clock.
If I start before sunrise, I'll finish before dark.
... etc.

On the other hand, sentences that appear to have the same structure may actually be very different structurally. The meaning must be considered as well as the words and their arrangement. The following examples illustrate the notion that superficially similar patterns may not have the same underlying structure:

He wants to study. (What does he want?)
He has to study. (What does he have to do?)
He comes to study. (Why does he come?)

Fluency First makes use of the structural patterns of English in order to present the language material to the student in an organized way, taking into consideration the underlying structure that produces the real meaning.

In Fluency First manuals, substitutions for structural patterns may be indicated in abbreviated arrangements.

(1) Parentheses are placed in a sentence pattern to show the point at which a word or phrase may be substituted.

Examples: It's (red).
The (package) is (on the counter).

(2) Content words that may be substituted in a pattern are separated in lists by obliques. Phrases for substitution are separated in the same way.

Examples: It's (red / yellow / blue / green).
The dog is (on the grass / in the box / under the tree).

(3) The use of an asterisk before a word, phrase, or sentence indicates that it is not a grammatically possible form.

Examples: *four womans
*It a cup.

3. Vocabulary

A language contains many thousands of words. As long as it is a living language, new words will be added, and old words will go out of fashion or will be used in new ways.

Certain kinds of words are particularly necessary for educational purposes and therefore have an important place in Fluency First. Two examples are:

a. Location words, which enable a student to find something by verbal instruction: left / right; bottom / top / middle; row / column; first / last; etc.

b. Classifying words, which enable students to organize the language they are learning and make definitions: clothing, furniture, food, colour, tool, place, time, word, number, etc.

The same word may have a variety of meanings and be used in different functions. A student has to learn those differences, but he cannot learn them all at once.

Examples

a. right: the opposite of left; the opposite of wrong; a just claim (e.g., a legal right).

b. fall: a verb meaning drop or come down; a noun meaning a season of the year.

c. watch: a noun meaning a timepiece; a verb meaning observe.

Ordinary words are learned first in their concrete sense and later in more abstract and idiomatic senses. This progression from concrete to abstract is an important characteristic of a direct method of learning a language.

THE ENGLISH OF FLUENCY FIRST

Every language that is spoken by large numbers of people differs according to the region, education and social standing of the user, the subject matter under consideration, the spoken or written medium, and the attitude of the user. The result of these factors is that one language has many "varieties."

The variety of English that is spoken and learned in Fluency First may be described as spoken Standard English with a "General American" pronunciation characteristic of many parts of Canada. "Standard English" is simply defined as the ordinary speech of an educated person whose mother tongue is English. It is the kind of English that might be used in schools for informal discussions. In Fluency First, slang and common colloquial patterns regarded as unacceptable in educated English, such as "He don't ...," "them boys," and "He speaks real good," are avoided because they are out of harmony with the main objectives of the program.

The nature of the Fluency First program, however, is such that two models of English speech are provided for the student, rather than one only. In addition to the English speech of the recorded voice on the Skills of English tapes, students also hear daily the speech of their class instructor. The class instructor's "accent" may be different from that of the tape-instructor. He may pronounce certain vowels differently, for instance, or omit the final / r / sound in words like father; he may have become accustomed to another Canadian way of pronouncing a particular word. (An example of disagreement may be the word envelope; many Canadians pronounce the first syllable like the word on, as the tape-instructor does, whereas many others rhyme the first syllable with pen.) Nevertheless, as long as the instructor's speech is well-articulated Standard English, it is a "correct" model for the students.

It has been suggested that "knowing a language" means having a mastery of 90% of its sound system, 50% of its structure, and 2% of its vocabulary. Obviously, those percentages have no linguistic validity, but the suggestion is a useful one for language teachers to ponder.

A Fluency First "graduate" will have learned to recognize and produce all the particular sounds of English; he will have practised rhythmic phrasing in thought-groups, as well as word and sentence stress and the essential intonation patterns. There will, however, be subtleties of English intonation and stress that he has not yet learned to interpret, and his speech may not sound like a native-speaker's. He will have learned most of the basic structural patterns and verb forms, but he will not have encountered literary or highly sophisticated patterns. In relation to the vocabulary of a native speaker of English, who may know 200,000 words or more, his English vocabulary will be very small -- approximately 2,000 words -- but it will be enough to enable him to learn more.

The knowledge of English gained from the Fluency First program, then, will be sufficient to enable a "graduate" to take a literacy course in English and be successful in it, but his competence in English will not be comparable to that of a native-speaker of English taking the same course. He will need to continue adding to his knowledge of English as he studies other subjects and as he comes in contact with English-speaking society.

THE DESCRIPTION OF ENGLISH STRUCTURE IN FLUENCY FIRST

For the organization of the structural content of the program and the grammatical terminology used in the instructional objectives, Fluency First has not limited itself to one single linguistic description of English. The aims have been pragmatic: to present language items so that their meaning will be shown clearly to the students and to make brief statements that can be understood by instructors who may come to a Fluency First class without long experience of linguistics and language teaching.

A few items of terminology may be unfamiliar to some instructors, but in every case at least one illustrative example appears in the lists of objectives, and in the Stage A and Stage B manuals explanatory notes are included for each unit.

In the attempt to keep statements of objectives brief and as uncomplicated as possible, certain oversimplifications have deliberately been adopted. For instance, in order to have a convenient way of referring to the sets of verb forms that express tense and aspect, the familiar word "tense" has been employed even when it is inaccurate. The oversimplification is recognized by putting all the names of these verb sets in quotation marks, as in "Present __-ing Tense," "Simple Present Tense," and "Present Perfect Tense."

THE METHODOLOGY OF THE ORAL FLUENCY FIRST COURSES

The methodology of a language course depends on the underlying concept of language and theory of language learning.

Those who view language as primarily "a set of habits" rely on the imitation of sound and the memorization of drilled patterns as habit-developing methods for learning a new language. Advocates of these "audio-lingual" methods may drill beginners in the recognition and production of the sounds of the new language before the students know what the words made by those sounds mean, and may conduct pattern drills in which the students substitute words in sentence slots without thinking about the meaning. Well-motivated, educated students have attained high standards of pronunciation through these methods, but learning to use the new language for true communication has ordinarily required the addition of other methodology, or at least a special aptitude for language learning.

Those who view language as primarily "rule-governed creativity" rely on meaningful practice rather than drill. According to this "rationalist" approach, knowledge of a language is the ability to create new sentences, not merely to say sentences that have been memorized. The creation of new sentences is possible because the rules by which the language operates have been internalized.

Since Fluency First methods stem from this second approach, it is important to make clear these notions of "language rules" and "knowledge of grammatical rules." It would be utterly misleading to think of a language rule in terms of a statement that prescribes a correct way of speaking. On the contrary, the way a language operates in order to express any particular meaning may never be formulated into a statement at all, but it is nevertheless a grammatical rule known to all the speakers of the language, for that particular meaning cannot be expressed otherwise in that language.

Very few speakers of English, for example, would be able to formulate the rule they follow automatically when they make a word like cat plural by adding the hissing sound / s / and a word like dog plural by adding the buzzing sound / z /. The ability to say that a noun ending in an unvoiced consonant is made plural by the addition of the unvoiced / s / whereas a noun ending in a voiced consonant is made plural by the addition of the voiced / z / is quite unnecessary for the production of those plurals. Furthermore, when a new word is created, such as the abbreviation of education technician into ed-tech, English-speakers automatically apply the rule they know and produce the plural ed-techs pronounced with the sound / s / and not / z /.

Language rules, then, are the ways that a language operates to express meaning. The structure of a language has a semantic reference, that is, an inextricable link with meaning. If a learner of the language gains a functional knowledge of a rather small, finite number of rules (not necessarily the ability to formulate statements of those rules, he will thereby be enabled to produce an infinite number of sentences in that

language. Knowledge of the interaction of sentence patterns and content words, for example, is one of the keys that permits a learner to begin generating his own sentences in the new language immediately.

While the importance of habit formation is recognized in Fluency First, the underlying view of language is that it is more than just a set of habits. The underlying view of language speakers is that they are individuals capable of creating new expressions of thoughts that have not been conceived in exactly that way before.

Fluency First may be described as a semantically-based, structurally organized program of oral language instruction. Meaning is paramount; unless the speaker understands the meaning of a structure, there is no use in being able to produce the structure. But language is presented and practised in an orderly progression of structural patterns, not only because changes in structure bring about changes in meaning but also because the regularity of the patterns is an aid to learning. In Fluency First, structural practice becomes a means to an end rather than the end in itself.

To achieve the aim of enabling students to generate meaningful sentences in English, expressing their own thoughts in the new language, a direct method of instruction in English is used from the very beginning. A direct method of language instruction is one in which the aim is direct association between language and experience in situation, without the use of the student's mother tongue for translation or explanation. The very nature of a direct method ensures that the language is heard and practised meaningfully.

The ability to translate accurately from one language to another is a special skill that can be acquired by persons who already have a thorough knowledge of both languages. As a method of instruction, translation proves to be inadequate and misleading, for only occasionally do two languages use words and structures in exactly equivalent ways. Furthermore, the habit of translation retards the rate at which students can begin to think in the new language, creating their own sentences according to the situation in which they find themselves. For these reasons, translation is not employed as a method of teaching English in Fluency First.

Rigorously controlled experiments made recently in France by Raymond Champagnol have demonstrated the effectiveness of direct methods of language instruction. The results of three experiments involving the teaching of English vocabulary to French-speakers were published in the journal les langues modernes.

In the first experiment, he compared the learning of English words, in context or in isolation, with and without visual illustration; he found that visual illustration markedly improved recall. The second experiment involved the names for unusual, unfamiliar objects, for which the French-speaking students did not know the French words. The teachers presented the English words with an illustration and added as a translation the previously unknown French equivalent. The result was that the English words were consistently better recalled than the French. In the final

experiment, English words were presented, without any context, by means of pictures; English words were presented with a picture and the French equivalent; and English words were presented with the French equivalent only. The result was that the items that were illustrated and without translation gave markedly and consistently better recall.*

Direct method instruction is possible in Fluency First because the structural patterns have been organized in such a way that the students proceed in a step-by-step progression from relatively simple sentences to more complex ones. The first vocabulary items are concrete in nature, permitting an easy association of a word's sound and meaning; only later are more abstract vocabulary items introduced. Vocabulary learned by the students is practised in the sentence patterns that are introduced, and known sentence patterns are called upon for presenting new vocabulary.

Although the aim is to enable the students to internalize the language rules so that they can create their own sentences, there is no overt discussion about English grammar in a Fluency First classroom, unless the students ask about why English operates in some particular way. There is little point in requiring the students to learn terminology about nouns and objects and infinitives in English if they have not studied the grammar of their own language. Fluency First instructors are encouraged to show a readiness to make grammatical explanations when the students become interested. An excellent occasion for this is the "Talking Time" conducted in the students' own language, described on page 75.

In Fluency First, direct methods are applied at more than one level. Most obviously, the meaning of a vocabulary item, such as beaver, is presented by associating the sound of the word on the Skills of English tape with a picture of the animal in the student's picture book. The same kind of referential association takes place during Communication in English activities with real objects. The association of a word and object or word and picture is situational language teaching at its simplest. Structural patterns, too, are presented directly, as the pattern is repeated for a whole series of pictures with only the content word changed. The sound of the identification pattern It's a (beaver), for instance, is heard repeatedly in association with a succession of pictures showing other animals or people or things.

It is not long, however, before the direct method involves something more complex than a purely referential pairing of sound and object. Relationships, such as relationships of place expressed in prepositional phrases, can be shown directly in pictures and with real things if the students already know all the language except the new relationship word. Thus, another necessary factor in direct method instruction is progression in order, adding only one new item at a time so that the student's previous language knowledge is brought into play with the new pictures or real situation. Direct method learning is therefore an active method in which the student's mind is at work, continually making new associations and even in elementary stages using the small amount of learned language in order to learn more.

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* Raymond Champagnol, "Conditions d'apprentissage du vocabulaire." les langues modernes, LXVI, 4, 1972. Paris.

Gradually, the student is enabled to use his stock of learned language to understand more from the sentences spoken about pictured or real situations than can actually be seen: time relationships, logical relationships, feelings, possibilities, obligations, and other subtleties of expression. Then he is using a picture not simply as a reference but as a context.

It is at this point that the visual medium of the Skills of English picture books makes an especially vital contribution to the student's learning, for the pictures are not a series of uncoordinated scenes. There is a cast of characters in Skills of English whose physical appearance, personalities, family relationships, social status, and attitudes towards life become familiar to a student. His familiarity with this deep, underlying context enables the student to comprehend the more complex verb patterns and the more abstract vocabulary of the higher stages of the course in a way that explanations or attempts to find translation equivalents could never do.

An important principle in the direct methodology of Fluency First can be stated thus: in language learning, every new learning experience depends on a previous learning experience, and every item learned increases the learning possibilities. Direct method instructors are sometimes challenged to explain how words like perhaps and verb forms like might have happened can be taught without recourse to translation. The answer is that it is impossible to teach such words and forms directly to a beginner who knows not a word of English, but that after he has learned a certain amount of English it is possible to make the meaning very clear through an interaction of known language and situational context. On the other hand, translated "equivalents" rarely provide a learner with an accurate sense of the meaning, especially when the new language is very different structurally from his own.

Fluency First methods are not analytic in the sense of practising a series of parts before putting them together as a whole. There is no attempt, for example, to teach the sounds of English in isolation before the students begin to hear words and sentences in English. If that were so, meaning would not be given its primary place. Rather, the Fluency First method is to begin from a whole, which shows the total meaning and demonstrates the total sound, and then to practise the new parts, gradually building up to the production of the whole sentence by the student.

The standard format for the presentation of a new word illustrates this "whole-part-whole" procedure. A new word is always presented first in a known simple sentence pattern. The word is repeated at least three times so that its sound can make a strong impression. Then after it has been said again in the simplest possible sentence, the student has a chance to repeat the word; the word preceded by an article or auxiliary, or in a phrase; and finally the word in a complete sentence.

Example (from the Book 14 tapescript)

This is a rink ... rink ... rink. It's a rink.
Say, rink ____
Say, a rink ____
Say, It's a rink. ____
It's a rink.

A Fluency First instructor learns to follow the same basic procedure in the group work of Communication in English.

Although it is true that Skills of English is an instructional course in its own right and is not to be considered a series of language lab drills, the medium of a taped recording and the opportunity for student response invite comparison with language lab materials.

From the example printed above, it can be seen that the scheme for a student's responses differs somewhat from the well known "four-phase rhythm" of most language lab materials (that is, cue-student response - correct response of the master voice - repetition of the correct response by the student). In contrast, the Skills of English scheme merely provides a space for the student to imitate what he has heard and concludes each section of student response with the complete sentence or correct answer, thus leaving the correct sound in the student's mind.

Fluency First students using the Skills of English tapes do not record their own voices. When they replay a tape, they are not comparing their recorded responses with the instructor's speech but only repeating the original opportunity of listening and responding. Although the omission of a "record" phase in the tapes permits the use of simple, inexpensive equipment, economy was not the reason for choosing to eliminate a record-and-compare feature. Rather, the reason was that beginners rarely benefit from the chance to compare their speech with an instructor's because they may not have learned enough to recognize what they are saying wrong. P.C.S. Lindsay, the principal of St. Giles School of Languages in London, England, has stated the reasons well:

> *"... for beginners we should aim at their listening and responding during the whole of the lab practice session. Not only do they not need the recording and 'compare' facility but it may be harmful to them to spend time listening to their mistakes. If they made the correct responses the first time, it is rather wasteful to listen to the playback. If they made mistakes, they are unlikely to recognize them unless the teacher 'monitors' them efficiently. Even if they do recognize their mistakes, they are not often in a position to know what to do without remedial teaching to put them right. Beginners need practice, not remedial work."* *

A final word should be added concerning the orientation of the Fluency First program towards non-literate Canadian adults, living mainly in the north or having come from a northern community.

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* P. C. S. Lindsay, "Language Labs: Some Reflections after Ten Years." English Language Teaching, XXVIII, #1, November, 1973, London.

English language courses in which a "textbook family" plays a prominent part have come under fire in recent years because the family about which the course is written has tended to be a model image of the white, urban, middle-class home, its customs, and its values.

As explained previously, the Fluency First Skills of English course relies on its novel-like cast of characters to provide a "deep context" for understanding language patterns that cannot be illustrated by a single scene. The course would be defeating its own purpose if it pictured the usual kind of "textbook family," with whom the students for whom Fluency First was developed could not easily identify.

There is a principal family in the Skills of English course: Ben and Mary Winter are leaders in their community, which is a little village about fifty miles away from the nearest town. It is true that they have three children, of whom one is a baby. But interest really centres on the whole community, in which a wide variety of personalities and family situations can be found.

The Hunters have six children and add a seventh during the course. Jake and Minnie have a family of seven children, the oldest of whom is eight years old. While the Winters, Hunters, Whites, and others are hard-working people with regular jobs, the same value is not placed on the work ethic by Jake, Minnie, and Donald. Some of the people in the village have modernized houses with electricity; others have simple cabins and kerosene lamps. Some have managed to get an education through hard effort; others are getting along without much schooling. Some of them obviously equate "modern" with "good," but there are others who prefer the old ways. Some of the women have responsible jobs outside the home while others are housewives. There are single persons, widows, and even a dour woman who left her husband. There are additional characters from the city, too, with whom the village people come in contact.

Advantages and disadvantages of high school and university education are debated by young people and their parents. Conflict between new and old is deliberately presented in the pictures and stories with the aim that Fluency First students will react personally, talking about their own feelings and attitudes.

Thus, the Skills of English "course community" of Beaver Lodge Village is not a model image of values from another culture, bearing the implicit message that the students' lives are somehow deficient because they are not like the lives led by the "textbook family." Beaver Lodge Village is a setting for a whole range of human beings whose actions arise from varying and conflicting values. It is a back-drop against which Fluency First students can see themselves and react thoughtfully.

In summary, then, the Fluency First oral courses utilize direct methods of language instruction in a structurally organized, orderly progression from simple to complex, concrete to abstract. The presentations of structural patterns and vocabulary are contextualized, and are oriented towards the rural north familiar to many non-literate Canadian adults.

THE SECONDARY LANGUAGE SKILLS OF READING AND WRITING

It is generally accepted that four classes of skills are involved in the educated use of a language. The primary language skills are listening and speaking; reading and writing are secondary language skills. Oracy must precede literacy.

In the production of the existing basic education materials for adults who want to achieve mastery of these four skills in English, two underlying assumptions have been evident. First, in the preparation of courses for oral English as a second or foreign language, it has been assumed that the adult student would be literate in his own language and would therefore be able to put his basic skills of reading and writing at the service of the new language he was learning. Second, in the preparation of literacy courses it has been assumed that the adult student would be learning to read and write his own language, or at least a language which he had already been using for some time.

As a result of these two basic assumptions, no design for launching an illiterate, non-English-speaking adult into the stream of education and training has been available in Canada. The Fluency First Preparation for Reading and Writing course is a bridge between an oral English course and a literacy course, permitting the student to make the first steps towards the acquisition of reading and writing skills while he is still in the process of learning the language itself.

Preparation for Reading and Writing draws its language for reading and writing from the content of the Fluency First oral courses. It utilizes as instructional techniques the combination of simplified language formulas and situational demonstration to which instructors and students become accustomed in the Fluency First oral courses, making it possible for a veritable beginner in English to begin work immediately on reading and writing skills. It employs a linguistically-based methodological approach which trains the student to relate the sounds of spoken English to the written letters that symbolize those sounds. Thus, when a Fluency First student becomes proficient enough in English to use the language independently for learning other things, he will have a firm foundation for making an easy transfer to a literacy course and progressing successfully in it.

PART THREE: INSTRUCTION IN A FLUENCY FIRST CLASS

THE ORGANIZATION OF A CLASS

THE ADULT STUDENTS IN A FLUENCY FIRST CLASS

Even though they may not be able to read or write, adult students bring with them to a Fluency First class a store of knowledge and experience gained through the years, skills that may be highly developed, and creative talents. An instructor who understands this, and seeks opportunities for the students to use their knowledge and skills in the class, is treating his students as adults. He will not take an authoritarian attitude, as if he were imparting knowledge to ignorant people, but will regard the students as equals who want to learn something that he happens to know.

It would be a worthwhile experience for every Fluency First instructor to take time to imagine the feelings of a non-English-speaking adult in an English-speaking society, or of a parent who must ask his child to read a letter for him and write an answer. If the instructor can "put himself in the student's place," he will understand how important it is to establish a non-threatening classroom atmosphere and to try in every possible way to build the students' self-confidence.

Furthermore, some adults may have special problems that could hinder their learning of English. Their hearing may not be acute, for instance. They may be reluctant to speak for fear of making a mistake, reluctant to perform some action or try to produce a strange English sound for fear of being laughed at by their peers. Physical problems of sight or hearing will not disappear, but an instructor can do much to alleviate the students' difficulties.

1. Seating Arrangements. Gather the students together around a table for demonstrations and activities when this is practicable. This informal arrangement is much more similar to a natural speech situation than the intimidating arrangement of rows of chairs ranged in front of an instructor.

Another reason for working around a table in this way is that students are closer to one another and have a better chance of hearing everyone speak.

2. Instructor's Participation. The adult students are probably not accustomed to the types of activities that take place in a Fluency First class, and even if the reasons for the activities have been thoroughly discussed with them, they may be hesitant to begin by themselves. If the instructor himself starts an activity and is an active participant in it, the students are much more willing to take part also. It is important

that the instructor is not always seen in the role of director who tells others what to do without doing it himself. Furthermore, when the students realize that the instructor also makes mistakes sometimes but is not defeated by them, they are usually less concerned about their own mistakes.

It is a good idea for an instructor actively to look for some skill that the students can teach him. It may be that he can ask to be taught their language. He may arrange "Teaching the Teacher" activities, such as the "Baking Bannock" activity described in detail on page 152 of the Stage B manual. As a result, the students' self-concept will be strengthened, and their own reluctance to risk the possibility of making mistakes will be lessened.

3. Correction of Language Errors. If a student is constantly corrected every time he tries to speak in English, the classroom atmosphere becomes threatening to him, and he is likely to stop trying to speak English altogether. Far better results are obtained by a policy of "positive reinforcement," that is, by merely continuing to demonstrate and use the correct pattern or pronunciation, and to find opportunities to practise and use the correct form.

4. Classroom Language. The instructor's speech and use of language can contribute to the establishment of a non-threatening classroom atmosphere and help to reduce the students' learning problems. A speaking voice that is too loud may be resented by the students, who may consider it rude. A speaking voice which is very soft will not be heard clearly by the students, especially if they are somewhat hard-of-hearing. Well-articulated speech, spoken directly to the listeners rather than to the flip chart, chalkboard, window, or floor, is a boon to language learners who must concentrate carefully in order to understand the meaning. The choice of English words and structural patterns within the students' knowledge, accompanied when necessary by demonstration, helps to prevent a sense of insecurity among students in a language class.

A complete section on "Language Use in the Classroom" appears below on page 69.

5. Demonstration of the Activities. A student who is sure about what he is expected to do, and who knows what he is expected to say, does not feel insecure or threatened. Conversely, a student who is put in the position of having to speak or act before the class, with no clear idea of what is expected, is likely to become tense and even distressed. Every activity should be clearly demonstrated first, not explained in abstract language, so that the students are not uncertain or confused.

6. Student Participation in Class Plans. As adults, the students in a Fluency First class should have an opportunity to take part in class plans that will affect them, whenever this is feasible. In fact, the planning

session can play a vital part in their language learning, and some detailed suggestions about this are included in the Communication activities. (One example is "Baking Bannock" demonstration already referred to in Item #2.) In classes where all the students share a common mother tongue, some planning can take place during a "Talking Time," described on page 75 of this volume. If the students do not all speak the same mother tongue, plans can be made in a "Today and Tomorrow" session, which is also described on page 75.

7. The Importance of Success. Confidence in using a language is developed as the learners discover, with pleasure, that they can understand and be understood. The individualized nature of the Fluency First program makes it possible for a student to work on language that is neither too difficult nor too easy. This ideal will not be achieved, however, if the instructor pushes a student into a higher level than the student is capable of dealing with, through some mistaken belief that "easy" English would be "insulting" to the student. On the contrary, initial success followed, perhaps, by "promotion" will help to reduce a student's fears about his ability to learn.

A similar growth in confidence will arise from a student's realization that he can be successful in applying "classroom English" to real-life situations outside the classroom. That is one of the reasons that Fluency First Communication activities and the Skills of English topics are centred around the "encounter points" described in Part Two of this volume, and why some of the activities proposed in the Stage A and Stage B manuals are not confined to the classroom but take the students out into the community.

8. The Importance of Positive Encouragement. Almost everyone thrives on praise, and language learners can usually absorb a great deal of it with benefit. Adults as well as children can recognize insincerity, and there is no point in pouring lavish praise over every response, especially if it was carelessly made. In any case, an interested nod or a warm smile may sometimes convey more than words. However, words of praise -- used for hard effort as well as for perfection -- should not be rare in a language classroom. They, too, reduce an adult student's natural nervousness while bolstering his confidence and willingness to go on trying.

9. A Relaxed Atmosphere. Studies of second language classes for adults have shown that adult students learn the new language more easily, and remember it better, when they are studying in a relaxed atmosphere. Furthermore, they respond exceptionally well to a teacher who shows a warm empathy - that ability to enter fully, through imagination, into another person's feelings --- and an understanding of their problems. The opposite is also true: adult students do not learn a new language easily in a classroom where they are tense, where they fear to make mistakes, and where the instructor exerts an authoritarian control.

SIZE OF A FLUENCY FIRST CLASS

A class of twelve students can be managed by one language instructor. Because individuals can work with the tapes and picture books of the Skills of English course by themselves, the instructor is often free to give the students in a class of this size his personal attention and help.

If the Fluency First class is larger, especially if many are beginners who do not know any English at all, there should be two instructors, or an instructor and an aide, working together as a team.

INSTRUCTOR QUALIFICATIONS

A Fluency First instructor must know English well and be able to speak English fluently and clearly.

It is not necessary for him to speak the students' language or languages in order to conduct the course. On the other hand, he should at the very least learn something about each student's mother tongue, not only as a sign of interest in the student and his culture but also as an aid in diagnosing some of the student's problems in mastering English.

There is no minimum educational qualification for a Fluency First instructor. In general, however, it is probably true to say that a person with less than a high school education is likely to experience difficulty in understanding all the content of an intensive Fluency First instructor training course.

Previous teaching experience, particularly with adults, is desirable, but training in the basic methods and techniques of teaching English as a second language, and in the use of the Fluency First program, is essential.

An attitude of respect for the students, an interest in their culture and the local environment, and an understanding of their problems as adult learners are among the most important qualifications of all.

EQUIPMENT AND SUPPLIES FOR A FLUENCY FIRST CLASS

A language can be learned without the use of any special equipment, and access to the most up-to-date equipment will by no means ensure that the students of a language will learn it.

Nevertheless, certain equipment and supplies will make the work of a Fluency First instructor more effective and greatly increase the probability that learning will take place and student interest be maintained.

1. Sets of Fluency First Materials

a. Instructor's Manuals

The instructor needs one copy each of the eleven Fluency First instructor's manuals: Stages A, B, C, D, E, F, G, H and I; Preparation for Reading and Writing; Theory and Methods.

The students do not use these manuals at all.

b. Skills of English Picture Books and Tapes

One set of Skills of English student materials contains 36 picture books and 140 cassette audiotapes.

The number of Skills of English sets to be ordered for a class depends mainly on the number of students and the similarity or difference in their individual levels of competence in English, particularly at the elementary level.

For example, if the students in a class are placed in the Skills of English course at various points, then one set of cassette tapes will be sufficient, since the students will be working with different cassettes. In a large group, however, several students may be placed in the Skills of English course at the same point; since they would need to use the same tapes, one or two additional sets would be required.

The most crucial factor will probably be the numbers of students placed in the first third of the program (Book 1 - 12, or Stages A - C), because it would be extremely difficult for beginners to learn successfully if they had to use the tapes and books out or order. Although it is desirable that a student at any level proceed through the units in order, since every language item in Skills of English depends on a previously introduced item, a more advanced student could probably cope with the work of the next unit if another student was already using the materials he needed.

It is also necessary to remember that there are several cassettes for each picture book; thus, it is useful to have several sets of picture books for each set of tapes. Arrangements have been made for the sale of Fluency First materials in this way, in order to accommodate varying needs in different communities.

A suggested "rule-of-thumb" for purchasing Fluency First materials is to order 1 set of audiotapes and 3 sets of picture books for every 12 students, UNLESS KNOWN FACTORS INDICATE OTHERWISE.

It is quite possible that an instructor who starts a Fluency First class with one set of tapes may discover that more tapes are required because, for example, the group is entirely composed of beginners. While he is waiting for more tapes to arrive, he can deal with the problem in different ways or combinations of ways. He may arrange class and group activities throughout the daily session, with individuals taking turns to use the Skills of English course. A pair of students may listen to one tape at the same time, without head sets. In an emergency, the whole class can listen to a tape together. Obviously, however, the opportunity for each individual to learn what he needs at his own rate is lessened to the extent that the right materials are not available for individual use.

2. Cassette Audiotape Recorders

a. Cassette Playbacks

It would be convenient to have one cassette playback unit for each student so that each person could work on the Skills of English course without complicated scheduling. That is not essential, however, because in a Fluency First class half the students may be engaged in a Communication activity while the other half are listening to the tapes.

b. Headsets or Ear Plugs

Since it is essential that a language learner hear the recorded voice clearly, each playback machine should be equipped with either a headset or an ear plug. Headsets are preferable, because they will block out possible interference from other students' voices.

c. Cassette Recorders and Blank Cassettes

Every Fluency First classroom should have at least one tape recorder on which the instructor and students can record their own tapes for Communication activities. This machine should be clearly marked,

and no one should be permitted to use it for listening to a Skills of English cassette, lest the taped voice be erased by mistake.

A dozen blank cassettes may be sufficient for the Communication activities, as new recordings can be made over ones that are no longer needed. However, if an instructor wishes to have each student prepare his own language learning record by taping his English speech at intervals to show his progress, it will be necessary to have a blank cassette for each student, plus some extra ones for the Communication activities.

3. Classroom Furniture

a. Movable tables and chairs are much more desirable than school desks, even if those desks are large enough for adults. The arrangement of furniture in working units can contribute to the relaxed atmosphere needed in a Fluency First class; furthermore, it is much easier to organize activities and work by individuals and small groups when the chairs can be moved without difficulty. If school desks must be used, they should also be arranged in informal groups, rather than in formal rows.

b. If an ordinary school classroom is used by a Fluency First class, a chalkboard will probably be the writing surface during class or group activities. However, from several points of view, a flip chart is more desirable for adult work, as it can be moved about easily. An instructor who has a flip chart to use can remain part of the group and will not appear to isolate himself from the students, as an authoritarian figure at the chalkboard. Also, sketches drawn on the pages of a flip chart need not be erased, but can be kept for future use.

c. A very useful, though not essential, piece of equipment is a small wall mirror, large enough so that an instructor and student can see their faces when standing together in front of it. Use of a mirror can be a most effective way of helping a student, who has difficulty in pronouncing certain English sounds, learn how to produce those sounds.

Alternatively, a few small hand mirrors can be used for this purpose by the students.

4. Stationery Supplies

In an active Fluency First class, the students as well as the instructor will need some simple stationery supplies.

Large sheets of blank newsprint are very useful for the flip chart and in the preparation of picture booklets, and this type of paper is relatively inexpensive.

A supply of light cardboard, from which cards for games and other activities can be made, is needed. Marking pens, scissors, and paste are also required. Some classes will also want painting materials.

Some kind of simple duplicator, or even carbon paper, will be helpful, but it is not essential.

5. Miscellaneous Articles for Language Learning Activities

A language is best learned when it is used for meaningful purposes, and therefore the Communication activities will be most successful if the instructor arranges to have many real things to talk about. These do not need to be purchased, but can be collected from sources in the local community, or made by the instructor.

A good language instructor is always "on the look-out" for articles that may be useful in the activities. Here are a few suggestions:

a. a flannelboard (or a board covered with felt), especially for story-telling activities, and a small supply of flannel, felt, or sandpaper for making the cards or cut-outs adhere to the board;

b. a real clock, large enough to be seen easily. The instructor can also make an artificial clock out of cardboard for practice in using expressions of clock time;

c. a simple set of balances, or scales, for weighing activities;

d. tape measure, yardstick, and ruler, for linear measurement activities;

e. a weather thermometer, attached nearby outside the classroom;

f. mail order catalogues, and old magazines, from which pictures can be taken;

g. large calendars, for activities concerning dates;

h. various clean used containers, such as jars, tin cans, boxes, and bottles, for use in buying and selling activities, and for storing the other articles in an organized way;

i. some articles that are usually thought of as children's toys, but which can be very helpful in language activities if they are dealt with in an adult manner.

Examples:

- cars, trucks, and other vehicles of different colours, not only for elementary vocabulary teaching but also for structural work on prepositional phrases, comparisons, adjective clauses, etc.;

- distinctive looking figures of a man, woman, baby, or animal, that can be used for descriptive language practice at various levels of complexity;

- "money" from a game, such as "Monopoly," for buying and selling activities.

6. Other Audiovisual Equipment

Some classes will have access to other audiovisual equipment, such as videotape equipment, projectors, cameras, and so on. An instructor who has been trained to use those audiovisual facilities for language instruction may add to the interest and effectiveness of the Fluency First lessons. With the aid of a camera, for example, especially a polaroid camera, the students can make visual records of their own activities which they can talk about afterwards. On the other hand, film for a polaroid camera is expensive, and it is doubtful that many classes could afford to use it extensively.

No language instructor should think that his students cannot learn English because the classroom does not have expensive equipment. Simple, real things are often the best visual aids, and the closer the instructional medium can be to the lives of the students, the more likely it is that the new language will be meaningful to them. The possibilities will be limited only by the instructor's time, ingenuity, and resourcefulness.

DAILY INSTRUCTIONAL ROUTINES

Some Fluency First classes are organized on a full-day basis; others operate during the late afternoon and evening, perhaps for only three hours, or even less. In a few large educational institutions, students may attend a Fluency First class for one hour a day while taking other courses during the rest of the time. Furthermore, some classes may want to spend a large proportion of time in Communication activities whereas in others the students may devote most of their class time to the Skills of English course.

It is therefore impossible to propose a timetable that would suit every local situation. In any case, a rigid division of the available time into "subject periods" is undesirable in a Fluency First class, where the need is for a relaxed atmosphere in which the language activities, rather than bells or buzzers, govern the partition of the instructional day.

Nevertheless, both students and instructors need regular "breaks"; certain kinds of language instruction lose their maximum effectiveness if

they go on too long; and a variety of language activities is needed daily if a full range of language skills is to be developed.

Planning for each day's work will be easier for the instructor if he has a general idea of what has to be done each day. Also, when the students understand the way class time is organized, they can accomplish more than they could if they were always ignorant of what was going to happen next. In a sense, a class begins to "run itself" when the instructor and students are aware of the basic routine.

Each instructor, then, should block out a daily "timetable" that seems most suitable for local circumstances. A guide rather than a dictator, the timetable will not make every day the same as the previous one, for there is no limit to the variety of language activities in a Fluency First class.

In planning a daily routine, the instructor should try to alternate periods of class activity with periods of individual practice on Skills of English; to alternate a type of work that demands intense concentration, such as pronunciation practice or handwriting, with a more relaxed activity; to alternate "structured" lessons with informal activities. It should be possible for both instructors and students to feel "the rhythm of the day."

The following outline is presented as a suggestion for a class that meets at least half a day. Times for coffee breaks or dinner hours can be appointed as needed.

1. Class Communication activities.
   Examples: "The Daily News";
   Practice of learned dialogues;
   "Presentation "activities";
   ...etc.

2. Individual Skills of English study.
   In many classes, some students will continue certain activities, such as games in small groups or scrapbook making, while other individuals work on the Skills of English course.

3. Class Preparation for Reading and Writing lesson, followed by reading and writing practice activities. Some individuals may work on the Skills of English course again, while other students have language games or other Communication activities.

4. Short pronunciation practice with the whole class.

5. Informal, practical class Communication activities.
   Examples: Mini-visits;
   Creative art or craft project;
   Role-playing;
   ...etc.

6. Short "Talking Time" discussion in the students' own language, or "Today and Tomorrow" planning session in English.

LANGUAGE USE IN THE CLASSROOM

Fluency First classes are conducted in English because the overall objective of an oral mastery of the English language is most effectively achieved through its direct use. But a single Fluency First class may be composed of students who know hardly any English at all and students who already use a restricted variety of English for communication. Some questions naturally arise:

- What kind of English can an instructor use in conducting the class?

- Is an instructor always obliged to speak "lowest common denominator" English, that is, English understandable to the students who know the least?

- Should the students ever "be allowed" to speak their own language in a Fluency First classroom?

The answers to these questions can be found in an understanding of the nature of language learning and teaching:

- As far as the conduct of a class is concerned, a student's ability to comprehend the meaning of the English that is used is more important immediately than the ability to produce the language items himself.

- The meaning of "concrete" language items (as opposed to abstract) can be understood by associating speech and sense experience.

- Learners can quickly begin to recognize phrases that occur frequently in similar situations if they always sound exactly the same.

- English-speakers often express the meaning of a complete sentence in an incomplete form, by a word, phrase, or clause, and learners can begin to do the same, speaking in "partial sentences" long before they are willing or able to speak the complete sentence.

- A person will speak the language he knows if he needs to.

The following "Three Level Language Match" concept, which includes the notion of language formulas, is based on the foregoing principles.

The "Three-Level Language Match" Concept

It is good educational sense to provide lessons that are matched to a student's knowledge and ability: neither so difficult that he is discouraged from making the attempt to learn nor so easy that he lacks a challenge to exercise his brain. Fluency First applies this concept of "the match" to the language used in conducting classroom activities.

A Fluency First instructor trains himself to adjust his speech, according to the students' needs, at three levels:

1. Basic: a level characterized by short, simple sentences; concrete vocabulary; constant demonstration of the meaning (until a demonstration is no longer needed); and frequent involvement of the students in immediate practice actions.

Example of "Basic Level" Classroom English

(from 'Tape Recorder Practice: Demonstration Language". Stage A)

> Now I'll start the tape. Look. Push the Start switch down, like this. Listen. The tape recorder is on.
> Now I'll stop the tape. Push the Stop switch down, like this. Listen. The tape recorder is off. Look at the Start switch. It's up.
> Again. Push the Start switch down. The tape recorder is on. The Stop switch is up. Push the Stop switch down. The tape recorder is off.
> Now, you try.

2. Intermediate: a level characterized by the students' growing comprehension of complex structural relationships and rising degrees of abstraction in vocabulary, but insufficient productive skills to respond in sentences of similar complexity.

Examples of "Intermediate Level" Classroom English

> What happens when I push the Stop switch down? ...the tape stops.
> How do we know that this is the bottom of the cassette? ... We can see the tape.

3. Advanced: a level characterized by the growing ability to produce complex structures (when encouraged to do so) as well as perceive their meaning.

Examples of "Advanced Level" Classroom English

> What happens when you push the Stop switch down? Tell the students. ...When I push the Stop switch down, the tape stops.
> How do we know that this is the bottom of the cassette? Explain it to the others. ...We know that this is the bottom of the cassette because we can see the tape.

An instructor learns to speak at the Basic Level with beginners or in a mixed group, reserving complex structures for those individuals who he knows, from experience, are capable of understanding them, and requiring complex structural responses from students only if they are ready for the challenge. Naturally, as beginners progress through the Fluency First program, the instructor is able to raise the level of his classroom talk with them.

It should be noted that complex language is not necessarily the best kind of language. On the contrary, simple sentences may always be the most desirable kind in certain situations, even with highly educated native-speakers of English. English expressed on the "Basic Level" is not an insult to anyone.

Language Formulas

Certain expressions, such as instructions to the students and social conventions, must be used again and again in the classroom, even from the beginning of a course. These unvarying expressions required for immediate use are treated as unique language items, rather than as structural patterns in which vocabulary items may be substituted. They are known as "language formulas."

Examples

Say it again.	Please.
Please open your book.	Thank you.
Now, you try.	Good!
Begin again.	Good (morning).
	Hello.

The notion of language formulas is an important one for language instructors, especially for those who use some kind of direct method , because it is the proper use of formulas that makes oral instruction in English possible while the students are still learning the first elementary structural patterns.

Although the direct use of the target language is an effective way of achieving the objective of oral language learning, it is a mistake to think that a student will learn English merely by being exposed to its indiscriminate use. Nor will beginners even understand the English they hear an instructor speak unless he controls his speech in certain ways.

Students who hear a constant flood of strange sounds cannot persist long in trying to figure out what it means; they simply "tune their minds out." English utterances that all seem just about the same to a native-speaker of English all sound different to a beginner. For example, when an instructor wants the students to repeat some words after him, he could give any of these instructions: "Say these words"; "Say these words after me"; "Now I want you to say these words"; "Listen to the words I say and repeat them after me": and so on. To the instructor, those are all phrases with a similar meaning; to a language learner, they all sound like different utterances. A beginner has no way of knowing that for all practical purposes they mean the same.

On the other hand, if the instructor trains himself to use the same simple phrase, such as "Say these words," the students will quickly begin to recognize the sound of that phrase and to associate it with the situation.

For that reason, every Fluency First instructor should decide from the beginning the standard way he is going to word the common classroom expressions. Thereafter, he will continue to use that standard wording until the students become sufficiently advanced in English to learn variations and even to construct their own expressions from their stock of learned structural patterns and vocabulary.

The exact wording of the language formulas is not prescribed by the Fluency First program, because they should be expressions that the instructor finds natural. Otherwise, he may forget the formulas and confuse the students. However, there is good sense in using the same formulas that the student hears repeatedly on the tapes of the Skills of English course.

Most language formulas are originally for the instructor's use, and the students do not have to learn to say them immediately. The happy effect of using the formulas properly, however, is that the students often begin to say them spontaneously. This is especially true when the instructor speaks a formula very expressively; after a while, when a similar situation arises, students can be heard to say the same formula with the same stress, intonation, and rhythm. When that happens, the instructor can feel pleased, for the students are truly acquiring a natural and appropriate use of oral English.

As a student progresses through the Skills of English course and participates in Communication activities, he gradually learns the structural patterns from which most of the formulas are derived. Then he himself becomes able to use the language and is no longer limited to one, unvarying form. For example, a student who first learns to understand the meaning of the formula, "Please open your book," eventually learns to express an imperative form himself; to use the verb "open" in connection with windows, doors, cupboards, and suitcases, as well as books; to speak about "my book" or "his book," and so on. The student has then gone beyond the need for the formula.

If the formulas were originally well learned, through demonstration and frequent use, they serve the added function of being a good foundation for further learning of vocabulary and structural patterns.

Certain procedures will ensure that the use of language formulas is effective:

1. Combine speech and demonstration when first using a formula.

At first, demonstrate the meaning of a formula every time you say it. For example, an instructor who says the formula "Please turn the page," immediately turns the page in his own book; if he observes that the students have not all done the same, he helps each one to do so, repeating the formula each time.

2. After a period of combined speech and demonstration, eliminate the demonstration.

It is just as important to stop demonstrating the meaning of a formula after several days as it originally was to act out the meaning of the

formula. If a demonstration accompanies speech indefinitely, the students may become expert users of sign language, but they are likely to remain dependent on visual cues rather than oral signals. In that case, they would not be moving towards mastery of oral English, which is the objective of Fluency First.

3. Continue to use the standard wording of the language formulas until the students' knowledge of English vocabulary and structure permits a less controlled style of classroom speech.

Several types of formulas are important.

a. Classroom "commands," suggestions, or requests.

Examples: Say, ...
Say it again. Do it again.
Find (Book 1).
Show us (a picture of a man).

Many instructors prefer to "soften" the imperative form by prefacing these commands with the word "please." Actually, the instructor's manner of saying an imperative contributes more to the impression of politeness than the addition of any words, but it will be helpful to the students' relationships with other English-speakers if they acquire the habit of including "please" in their requests.

The let's + VERB construction is very suitable for a Fluency First class in which the instructor participates in activities with the students. It is inappropriate and sounds insincere, however, when used by an instructor who is not actually going to do the action along with the students.

One of the most useful formulas in a class of beginners is "Do it like this," followed of course, by a demonstration. The request "May I have ..." is one of the formulas that the students should learn how to say as well as understand.

b. Classroom routines

Examples: It's time for (coffee/dinner/the reading lesson).
It's time to (stop/begin/go home).

c. Praise and encouragement

Examples: Good!
That's right.
All right. Try again.

d. Conventional social expressions

Examples: Hello. Goodbye.
Good (morning).

Please. Thank you.
Excuse me. That's all right.

Most of these conventional social expressions have been incorporated into the dialogues suggested for Communication activities in Stage A and Stage B.

Idioms

Every language has its own idioms, which help a native speaker of the language express exactly what he wants to say. Learners of the language, however, may find idiomatic expressions utterly bewildering, for the tendency while learning is to interpret everything literally.

For example, when a certain group of students studying English as a second language heard a teacher make some suggestions for work they could do if they "had any time on their hands," each one stared in great surprise at the open palms of his hands, as if expecting a clock face to materialize there.

Until Fluency First students are advanced enough to understand explanations of the meaning in English, it is wise to refrain from using English idiomatic expressions in the classroom.

The Students' Mother Tongue in the Classroom

All Fluency First instruction takes place in English, but there is no justification for forbidding the students to speak among themselves in their own language.

If there were a rule that nothing but English could be spoken in the classroom, Fluency First beginners would be forced into silence, yet a restrained, tense silence is the exact opposite of what is desired. An instructor's aim is to develop the kind of classroom atmosphere in which the students are willing to speak. Furthermore, in small communities where the students all know one another, it is normal for them to use their own language for social communication.

The instructor's responsibility is to show the students how to use the activities of the Fluency First class in order to learn English, making sure that every student knows what to say in English in order to participate. It is also his responsibility to help the students understand the purpose of speaking English during the activities. "Talking Time" sessions which are described below, are suitable occasions for a discussion of this topic. If the instructor does not speak the students' language, it would be worthwhile to find someone to act as interpreter when necessary, so that any misunderstandings on the subject can be cleared up.

Since attendance in a Fluency First class is entirely voluntary, no student is being forced to learn English. If an adult joins a Fluency First class, he is signifying a desire to learn English and, presumably, will be willing to try to speak it during class activities if he understands the reasons for doing so.

"TALKING TIME"

If the instructor (or an aide) and all the students in a Fluency First class share a common mother tongue, it is good to set aside a special period of time each day for talk in the students' own language. This "Talking Time" can be an opportunity for discussions and explanations that will help the students to understand what they are asked to do in class and why. It is an occasion for the instructor to check whether the students have any misconceptions about the language lessons they have been working on, and for the students to ask any questions they are ready to ask concerning the operation of the English language. The "Talking Time" is also a chance to discuss social problems, interpret one culture to another, and make plans.

Sometimes, a Fluency First instructor who wants to learn the language of his students replaces the "Talking Time" with a language lesson in which he is the student and the Fluency First students become his teacher.

Inclusion of a "Talking Time" in the daily routine is in harmony with the adult approach of Fluency First, for the students are encouraged to express their thoughts and feelings about the class as equals, without being inhibited by an inadequate knowledge of the language.

"TODAY AND TOMORROW"

In a class where the students do not share one mother tongue, it is impossible to arrange a "Talking Time" as a regular class feature. An alternative, which serves a somewhat different purpose, is to conduct a daily "Today and Tomorrow" session in English. This will not be possible immediately if all the students are beginners, but it can be started as early as the end of Stage B, when the students learn the (be) going to + VERB construction for referring to the future. By the time they learn to use the "Simple Past Tense" in Stage C, they will be able to participate well.

The purpose of "Today and Tomorrow" is to talk about what has been done during the day and what will happen the following day. One of its values, then, is that a review of the day's activities necessitates a recapitulation of the language that was practised, with the added merit of bringing a past tense into use. In addition, a discussion of what will happen on the following day makes the students partners in planning and may even increase their motivation to keep on attending the class regularly. By establishing this regular means of purposeful talk, the instructor may discover good ways of connecting Fluency First activities with events, people, institutions, and work in the local community.

As the students learn more English, "Today and Tomorrow" can become an occasion for expressing a full range of personal thoughts and feelings about Fluency First topics. Since these topics were selected because they are "encounter points," the students will, in effect, be using English about the same situations for which they are likely to need fluency in English in life outside the classroom.

THE INSTRUCTOR AND THE SKILLS OF ENGLISH COURSE

Spoken instruction in the individualized Skills of English course is provided by a recorded voice on the cassette tapes, talking about the pictures in the picture books. Nevertheless, Fluency First instructors have certain responsibilities in connection with the Skills of English course, and it is necessary that they have a clear understanding of what the course contains, how it operates, and what their responsibilities are.

CONTENT OF EACH UNIT

Each unit is printed in its entirety in one of the instructor's manuals, Stages A - I.

A. Unit Objectives

The content objectives (structure, vocabulary, pronunciation, dialogue, aural comprehension) and the unit terminal objectives, stated in terms of student behaviors, are listed in detail at the beginning of each unit. They are not recorded on the tapes because they are for the instructor's use only. Information about interpreting these objectives is given later in this section.

B. Tapescript

The actual script for the tapes follows the statements of the unit objectives.

From Unit One to Unit Eighteen, the tapescript consists of:

1. presentation and practice of the structure and vocabulary objectives, and of short paragraphs for aural comprehension;

2. a dialogue;

3. pronunciation practice.

From Unit Nineteen to Unit Thirty-six the tapescript consists of:

1. presentation and practice of the structure and vocabulary objectives, with a gradually increasing reliance on aural comprehension of "story situations" that provide the context for new language items;

2. pronunciation practice;

3. a full-length story with comprehension exercises.

C. End Test

The End Tests are not recorded on the tapes because they are to be administered in person by the instructor.

INDEPENDENT STUDENT USE OF THE MATERIALS

The Skills of English course was prepared for individual use, and it is important that instructors train their students from the beginning to use it independently. Naturally, they will give any student whatever help he needs to understand the work and overcome particular difficulties, but the best kind of help will be to teach the students how to learn, and in this course that means how to learn from the picture-tape combination.

A very detailed plan for teaching the students to start using the audiotape-picture materials of the Skills of English course is printed in the Stage A manual, beginning on page 5. Students who already know some English will not need to spend time on all the enabling objectives, such as learning English numbers, but everyone will have to become acquainted with the language formulas and the co-ordination of book and tape. It is recommended that the instructor work through the recording for Book 1 in its entirety with students who are beginners in English, and through portions of a unit recording with students who are placed in a higher unit; it is further recommended that immediately after that demonstration the students work through the same recording again by themselves, before being expected to continue independently.

NOTE

The new labels for the Fluency First cassettes have no "letter A," as the example instructional language of the Stage A manual suggests, and an instructor must modify the language slightly for that reason. A student can identify side 1 of a cassette easily because it is labelled and the reverse side (or side 2) because there is no label on it at all.

These days, even if an adult student happens to live in an isolated community, he may be well acquainted with relatively sophisticated equipment. A Fluency First student may already be very familiar with the use of a cassette tape recorder before he enters the class. Both he and the instructor may feel that it is a waste of time (and perhaps even a slight insult) to "teach" the use of a tape recorder.

Such an opinion, however, misses the real purpose of the Stage A work on "use of a Tape Recorder," for it is the English vocabulary and English structural patterns spoken in connection with tape recorder use that are the real objective, not the silent pressing of switches. If the instructor informs the Fluency First students that they will be expected to teach any newcomer to the class, in English, how to operate a recorder and use the Skills of English course, they may realize that there is a reason for rehearsing the demonstration.

Getting the Best Value from Taped Instruction

Whatever teaching methods are used in a language class, there must be some kind of repetitive presentation and practice if the students are to learn to understand what they hear and to say words, phrases, and sentences. In most language classes, where the instructor is dealing directly with the whole group, he adopts various strategies that permit the students to hear new language items several times, and he arranges repetitive practice by the students in a series of drills, exercises, or activities.

In the Skills of English course the presentation of vocabulary items, for instance, is recorded only once. In most cases, one presentation is insufficient for learning; a student may comprehend the new words he hears as he sees the pictures in the book, but he will probably not be able to fulfil the vocabulary-learning objectives of being able to recognize the words in a stream of speech, pronounce the words, recall them later, and use them appropriately in sentences.

The Skills of English course, however, takes advantage of the audio-visual medium. The recorded presentation can be replayed by the student as often as required, and the pictures in the book will be there for him to look at whenever he listens to the tape.

Thus, one of the most important notions to convey to a Fluency First student is that he is in control of the learning situation. Not only can he turn back the tape and practise a section as often as he needs to; it is his responsibility to do so. If he has not understood the language related to a picture page and cannot respond to it easily, and if he still proceeds to the next picture page, listening to a new presentation, the fault that he has not learned is his, not the tape's. He is responsible for his own learning.

ORGANIZATION OF BOOKS AND CASSETTE TAPES

An important part of a student's training in using Skills of English is to find the correct book and cassette each day and to return them to the appointed place after use so that everything can be located easily when needed. Students working on Books 19 - 36 must also find the right Story Practice Envelope, put the pictures back in the envelope after use, and return it. The picture books, cassettes, and Story Practice Envelopes

have been clearly labelled in a simple system for easy identification by the students.

The instructor's responsibilities are to provide a suitable place for keeping the books, envelopes, and cassettes; to give initial training in identifying them and keeping them in order; and to check regularly that they have not become disorganized.

STUDENT RECORDS

A simple record form, like the one on page 81 but preferably produced on a longer page, will help the instructor keep track of each individual's progress and will also help the students themselves to recall exactly which book and cassette they should start with each day. A record of this nature will prove particularly valuable when a student returns to the class after an absence.

Another value of this type of record is that each student will be able to see daily how near he is to the completion of a stage or the end of the entire program. Furthermore, the fact that he is getting information from a printed form and making his own graphic record illustrates in a practical way the value of reading and writing skills.

The students can easily learn to keep their own records. When they take a cassette, they can make one stroke across the appropriate space, and when they complete it (not merely when they return it at the end of a session), they can complete the X. In the model record form there are two columns for each cassette, representing the two sides of the cassette.

When a student feels ready to take an End Test of a unit, he can present his record form to the instructor. If the student achieves the proficiency score the instructor can write his initials in the End Test column. An extra column allows a similar indication to be made when a student completes a Progress Test successfully at the end of a stage.

DIALOGUES

Near the end of each of the first eighteen units there is a short dialogue which contains examples of the structural patterns practised in the unit, as well as some of the new vocabulary. The Skills of English dialogue, then, applies the language of the unit to a conversational situation in which the student takes part.

A useful hint, that will help the students comprehend the notion of a taped dialogue and understand who is speaking, is to train them during the original demonstration of using the Skills of English materials to point to the picture of the character who is speaking. This habit can be reinforced during the Communication dialogue activities by using a cut-out (or other type of figure) for each speaker and moving it forward whenever that character speaks.

Student's Name: Marie Summer

Starting Date: December 8 Placement: Book 9 (Stage C)

Books	Cassettes 1	2	3	4	5	Tests: End Tests	Progress Tests
1							
2							
3							
4							
5							
6							
7							
8							
9	X	X	X	X	X	X	X		
10	X	X	X	X	X	X			
11	X	X	X	X	X	X	X		
12	X	X	X	X	X	X	X		
13	X	X	X	/					
14									
15									
16									
17									
18									
19									
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28									
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32									
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34									
35									
36									

The recording presents the dialogue in full twice, with the aim of revealing the whole situation to the student. The next stage is the repetition of each speech by the student, at least twice. The last stage is the student's opportunity to try to say each speech with only a short verbal cue, or prompt, to help him remember what comes next.

Thus, the tapes provide both presentation and practice and, as usual, the student can replay the dialogue as often as he wishes. However, the taped medium cannot offer a real sense of the conversational situation, and the instructor should always say the dialogue at least once with the student.

At the end of each dialogue, the recorded voice instructs the student to call the instructor when he has finished practising. Since an instructor cannot know every dialogue from memory (not, at least, when he first begins his work with a Fluency First class), he should take the appropriate instructor's manual with him and find that particular dialogue in the unit tapescript. Here is a suggested procedure to follow:

1. Begin by asking two or three informal questions about the dialogue situation, referring to the picture in the book.

2. Tell the student that you will say the part of the first character who speaks. Refer to the dialogue character by name.

3. Say, or read, that character's speeches, as expressively as possible.

Give the student a chance to respond without prompting if he can, but if necessary, prompt him by saying the first word of his part or by pointing to something in the picture.

Do not interrupt the dialogue to correct grammatical mistakes. Go through the whole dialogue without stopping. Encourage expressive speech and appropriate gestures or facial expressions.

4. If the student was almost successful, but hesitant, do it again, saying, Good. Let's say that again. Before repeating it, model for him any sentence in which he had made a major error.

If the student was able to say the part perfectly, he deserves congratulations. It is not essential that a student learn to say both parts, but an instructor may want to exploit this opportunity for practising expressive English speech by saying, Let's change. I'll say (the other person's) part now. You begin.

If the student was unable to learn to say one person's part, practise with him for a short time, making sure that he understands the general idea, before asking him to practise with the tape again. Sometimes he may be more successful if he goes back to the same dialogue the next day and tries again.

An important duty for the instructor, after saying the dialogue with the student, is to remind him to start listening to the tape again, continuing with the pronunciation exercises.

This period of direct contact between instructor and student is a planned interruption in the taped instruction of a unit. It gives the instructor a chance to observe any difficulties the student may be having and to help him overcome these difficulties before he completes the unit and presents himself for the End Test.

The first task in each End Test for Units One to Eighteen is that the student says the unit dialogue with the instructor, taking the part of one speaker. If a student has already been successful, he does not need to do this again at the time of the End Test.

STORIES

At the end of each one of the last eighteen units is a full-length story, which replaces the dialogues of the previous units. The first one, in Unit Nineteen, is short and simple, but they gradually increase in length and complexity. Each story contains most of the vocabulary items presented in the unit as well as several examples of the major structural patterns. The story, then, uses the new language of the unit to recount a complete situation, which the student must learn to comprehend almost entirely through spoken English, since there is ordinarily only one picture to illustrate the setting.

From Unit Nineteen to Unit Twenty-six, the story is actually told twice on the tape, with the aim of training the student to listen to an entire passage more than once in order to be well prepared for answering comprehension questions. From Unit Twenty-seven to Unit Thirty-six, the student is invited to listen to the story again; thus, it becomes his responsibility to hear it a second time. It is, of course, true that he can always turn back the tape and listen to the whole story or any part of it as often as he needs to in any unit.

In a short introduction, the title of the story is given, thus providing an easy way of referring to a particular one. A good way to begin a discussion with a student about a story is to ask, Why do you think the name of this story is (The Caretakers)?

An instructor may want to ask other questions about the story, too, but the comprehension exercise in the unit is not based on direct questioning. Instead, the student is directed to get the "Story Practice Envelope for Book (Twenty-Eight)" and then begin listening again.

Inside each Story Practice Envelope there are several pictures (either four or six) that illustrate some highlights of the story. The recorded voice tells the student to spread the pictures out and, as he hears a sentence about the first part of the story, to find the picture

that illustrates it and place it at the left. The student continues to find the picture that he hears about, placing it on the right of the preceding one, until he builds up a series of pictures that depict the whole story.

After that, he is directed to practise telling the story by saying a sentence or two about each picture, in order. When he feels ready to do so, he will ask the instructor to look at his picture sequence and listen to him tell the story.

The first three tasks in each End Test from Unit Nineteen to Unit Thirty-six concern the story. If the student has already accomplished these tasks successfully, he will not need to repeat them when he takes the End Test.

When the instructor goes to hear a student's story, he should take with him the appropriate manual and find the comprehension exercise at the end of the tapescript. Then it will be easy to ensure that the student has arranged the pictures in the correct sequence and is telling the story accurately. Here is a suggested procedure:

1. Check the student's arrangement of the pictures. Read one of the sets of sentences to him and ask him to point out that picture, as directed in the third task of the End Test. Then you will be sure that he is not just guessing about the order of the pictures.

2. Ask him to tell the story by saying something about each picture. The purpose of this retelling exercise is not just to show comprehension of the story, but also to give the student a chance to compose his own sentences and speak at length, without being interrupted by questions. It is not necessary that he say exactly the same sentences that he has heard on the tape.

   If he makes grammatical errors, he should not be stopped for correction. If he cannot think of what to say, ask only a short prompting question, such as What happened next? To meet the unit objectives, he needs to say only one or two sentences for each picture, but if he is able to say more, he should be encouraged to tell the story more fully.

3. When a student has finished telling the story, a short discussion involving the student's own thoughts about persons and events in it should follow. Alternatively, if several students in a class listen to the same story at about the same time, there can be a group discussion, not so much about what happened as about why they think it happened and whether they agree with an action or decision.

4. Remind the student to put all the small pictures back in the Story Practice Envelope and return the envelope to its place. An additional suggestion is that the student "shuffle" the pictures so that the next user will not find them already in order.

5. By the time a student has completed the story, which comes at the end of a unit, he will probably be ready for the End Test, and it may be convenient to administer the rest of the End Test immediately.

END TESTS

Each End Test for the first eighteen units is composed of these sections: Dialogue, Vocabulary, or Comprehension, or both Vocabulary and Comprehension; Structure; Pronunciation.

Each End Test for the last eighteen units is composed of these sections: Story; Vocabulary; Structure; Pronunciation.

In a few sections an instructor is directed to select several items from a list of possible items. Ordinarily, this is done in the vocabulary or pronunciation sections, primarily to avoid the possibility that one student may pass on to others who are about to take the same test the information that one particular word will be on the test. If there is no explicit direction to select a certain number, all the items are to be used.

As noted in the previous sections, if a student has once demonstrated that he meets the requirements of the dialogue and story objectives, he does not have to do so again if the End Test is administered at a different time.

Conducting an End Test

1. Above all, the instructor should try to conduct an End Test with the same kind of relaxed manner and encouraging attitude that he exhibits during the other class activities. An End Test should be regarded simply as one of the class activities, different from the others mainly in that responses are given marks. The student and the instructor sit together, with the picture book open on the table in front of them, and talk about the pictures.

2. A test should be administered in a quiet area, with no other student listening in.

3. Very specific directions are provided for the instructor, who will find it easy to know what to do and say next by keeping his finger on the End Test page and moving it along from one task to the next.

4. The instructor should be careful to speak clearly. A task may be repeated, if necessary, and the student should be given adequate time to think of his reply.

5. Scoring will be easier if a score sheet is prepared ahead of time, with a numbered space for each response. (Most students can be asked to prepare the score sheet themselves.)

All that is necessary during the test is to write either "1" for a successful response, or "0" for an unsuccessful response, after each number.

6. The End Test task specifies whether a single word or phrase is acceptable, or whether a complete sentence is required, and the instructor should assess the student's responses accordingly.

In the section on Structure, all the structural details of the sentence must be correct.

The expected answers are in parenthesis. However, an instructor must be prepared to accept an unexpected response that fulfils all the requirements of the task.

7. Many of the Pronunciation tasks require that a student repeat something after a model. In an End Test, the instructor rather than the tape says the model; he has the obligation of producing clear, correct models for the student to imitate. The text indicates the desired pronunciation in certain conventional ways.

a. Stressed syllables are printed in capital letters.

b. Intonation patterns are indicated by rising or falling arrows, or by the words "rising" or "falling."

c. Liaison of the final consonant of one word with the initial vowel of the following word is shown by a linking line, thus: look at.

d. Thought-groups are separated by wide spaces.

8. An End Test can be a learning opportunity for the student as well as the test. If a student is not really ready for the test and consequently is unsuccessful in many of the tasks, the instructor can practise some of the Structure and Pronunciation tasks with him before asking him to return to the tape. A short session of direct, personal instruction may enable the student to get much greater benefit from the taped presentation.

9. It is important, from two points of view, to pay attention to the student's errors.

a. In what section of work was the student most unsuccessful? The instructor should be able to give an unsuccessful student some definite suggestions about what picture pages he should practise in order to remedy his main weaknesses. Specific prescription for remedial work will be far more helpful than merely telling the student to repeat the entire unit.

b. Why did the student make the kind of errors he did? If an instructor can identify the reasons for a student's errors, he may be able to make a helpful explanation or give a short, special practice immediately.

For example, a beginner may be unsuccessful in the Structure tasks of the Unit Two End Test because he has not said the /s/ or /z/ ending of the plural noun. He may not have heard these endings or paid attention to them, and he might still not notice them if he were sent back to the tape without special help; a short practice session on this particular language feature may enable him to notice the ending on words spoken by the taped voice and to take more care to pronounce the ending himself.

10. At the conclusion of the test, the instructor and student can count the number of successful responses and compare the result with the Proficiency Score.

If the student was successful, the instructor should congratulate him and initial his record. Any unsatisfactory responses can be discussed at this time.

If the student's result was below the Proficiency Score, the instructor should suggest suitable remedial work for him; as discussed in the previous paragraphs, and tell him that he can try the End Test again when he is ready.

THE INSTRUCTIONAL OBJECTIVES OF THE UNITS

Format of the Objectives

1. Heading. The three sections of the heading are: Title, Structural Summary, Structural Models.

The title indicates the contextualizing theme of the unit.

The structural summary inuentifies the major structural objectives.

Examples of the main structural patterns or forms follow the summary. A structural model is ordinarily shown in an affirmative, declarative sentence.

Example

Unit Twenty-two: An Interview with the Social Worker

Structural Summary:
1. Sentences containing a verb in the "Past _____-ing Tense."
2. Sentences referring to the past by means of the used to + VERB construction.
3. Sentences with an adverbial when clause.

Structural Models:
1. What were you doing all evening? I was reading.
2. He used to work at the gas station.
3. They were sleeping when the fire started.

2. Content Objectives. The three sections of content objectives are: Structural Content, Vocabulary and Formulas, and Other Content (dialogue, pronunciation, aural comprehension).

The sections of Structural Content objectives and Vocabulary and Formulas objectives are divided into two classes, according to the performance expected from a student concerning the items.

On the left-hand side of the page are the items which a student is expected to be able to express as well as understand. These are labelled "Comprehension and Expression."

On the right-hand side of the page are the items which a student is expected to understand from context, but which he is not required to be able to express. Ordinarily, these "Comprehension" objectives are not explicitly presented in the taped lessons.

Thus, the listing of an item under "Comprehension and Expression" signifies that, on completion of the unit, the student will be able to demonstrate both comprehension and expression concerning that item, by performing certain stated tasks. The listing of an item under "Comprehension" signifies that a student will be able to demonstrate comprehension of that item, by performing certain stated tasks.

An example of this division of Structural Content objectives into two classes appears on the next page.

Example from Unit Twenty-two:

I Comprehension and Expression	II Comprehension
A. Structural Content 1. Statements and questions expressing action in progress in the past by means of a verb in the "Past ___-ing Tense" (e.g., Where were you working then? I was working at the lodge). 2. Sentences with an adverbial when clause, in which the verb of the main clause is in the "Past ___-ing Tense" while the verb of the when clause is in the "Simple Past Tense" (e.g., Nobody was smoking when the fire started). 3. Sentences with the construction used to + VERB to refer to an activity or situation that was true over a period of time in the past but is no longer true (e.g., He used to walk thirty miles a day). 4. Sentences in which the main clause contains the used to + VERB construction and an adverbial when clause contains a verb in the "Past ___-ing Tense" (e.g., He used to stay by himself when he was living in the city.) 5. Prepositional phrases with during and until. 6. "Simple Past Tense" forms: blew, left.	A. Structural Content 1. Sentences with a when clause referring to activity in the present (e.g., They're still sleeping when the sun is high in the sky). 2. "Simple Past Tense" form: began. 3. Question pattern used as an exclamation (e.g., Didn't the wind blow hard!)

It often happens that an item which is listed as a "Comprehension" objective in one unit appears in a later unit as a "Comprehension and Expression" objective. The examples below of Vocabulary and Formulas from Unit Twelve and Unit Twenty-two illustrate this important notion. In Unit Twelve, the word dead can be understood from the context of the short story and from the accompanying picture, but the word is not actually presented, and the student is not required to use it freely in sentences.

Example from Unit Twelve

I Comprehension and Expression	II Comprehension
B. Vocabulary and Formulas - bush (i.e., the forest), camp, float plane, grub box, gun, leaf, motor boat, rifle, shell (i.e., ammunition), shotgun, sleeping bag. - animal, guide, licence, storekeeper, tin can. - bacon, bread, egg, match, meat. - fall (n.), season, spring, summer, time, winter, year. - antlers, bill (of a bird), deer, fly (n.), insect, mosquito, tail, wing. - aim, fall (v.), have a baby (i.e., bear a child), hear, hit, keep, kill, practise, see, shoot, start, tell. - straight (adv.), well (adv.).	B. Vocabulary and Formulas - half, line. - have (a meal). - dead - Good for you!

In Unit Twenty-two, the word dead is presented and practised, because it is important to the topic "An Interview with the Social Worker." Therefore, it appears as a "Comprehension and Expression" objective.

Example from Unit Twenty-two:

I Comprehension and Expression	II Comprehension
B. Vocabulary and Formulas - allowance, application form, assistance, date of birth, dependant, information, interview, occupation, sex, social worker, spouse, welfare, widow. - identification, insurance, life insurance. - afford, apply for, be born, die, fill out, (i.e., a form), leave, support, talk over. - alive, dead, female, male, married (to), separated, single (i.e., not married).	B. Vocabulary and Formulas - sleep (n.), surname, talk (n.), way of living. - burning (adj.) - still (adv.) - do a little (trapping), live by the clock.

The content objectives of a given unit include those from previous units, which are therefore not re-stated each time.

For example, the personal pronouns he and she are introduced in Unit One as subjects of the verb is in identification sentences; they are listed as "Comprehension and Expression" objectives in that unit. Since they are necessary in many other kinds of sentences, with other verbs, in other "tenses," they are implicitly included as objectives in all the later units, even though they are not specifically mentioned each time.

Thus, a student is held responsible for the objectives of previous units.

3. Unit Terminal Objectives. These statements indicate what a student will actually say or do in order to demonstrate that he has learned the language content of the unit.

The tasks of the End Tests are based directly on these unit terminal objectives.

Assumptions of the Objectives

In order to avoid constant, lengthy repetitions, certain important notions are stated here as underlying assumptions of the objectives throughout the Skills of English course.

1. Structural patterns and vocabulary.

a. When a student is asked to demonstrate his ability to understand or produce a sentence in a given structural pattern, it is assumed that the sentence contains no vocabulary which has not been presented.

b. Conversely, when a student is asked to demonstrate his ability to understand or produce a vocabulary item, it is assumed that the vocabulary item is elicited in a structural pattern that has already been presented.

2. Pronunciation.

When a student is asked to demonstrate his mastery of the pronunciation objectives, it is assumed that he does so with words and structural patterns that are familiar to him.

3. Dialogue.

When a student is asked to demonstrate his ability to say the part of a speaker in a dialogue, it is assumed that:

a. he has the help of both visual and verbal cues;

b. he is not penalized for small changes of wording which do not alter the accuracy, appropriateness or grammatical correctness of the speech.

4. Aural comprehension.

When a student is asked to demonstrate his comprehension of a passage of oral English by answering questions about it, or carrying out other exercises, it is assumed that:

a. the aural comprehension text contains only those structural patterns and vocabulary items that have already been presented, except for the possible inclusion of a word or formula whose meaning can be inferred from the context;

b. the questions are worded in such a way that the student can answer with known language items.

5. Situational appropriateness.

When a student demonstrates his ability to answer questions, and to understand or produce structural patterns and vocabulary items, it is

assumed that he exhibits these skills in response to situations for which the utterances are appropriate.

6. Comprehensible speech.

When a student demonstrates his ability to produce English utterances, it is assumed that his pronunciation is clear and accurate enough to be understood.

7. Continuing student responsibility.

It is assumed that when an item is learned, the student can be held responsible for that item in subsequent units.

THE INSTRUCTOR AND THE COMMUNICATION IN ENGLISH COURSE

If any generalization can be made about the Canadian north, it is that every community is different from every other community. The people who live in the north belong to different cultural and linguistic groups. Because they have had varying degrees of contact with the "outside," that is, the Euro-Canadian culture of the southern part of Canada, some communities have acquired many of the attributes of an industrialized society while others have retained much more of the traditional hunting, trapping, and fishing culture. Transport between a community and the "outside" may be by car or by a long plane journey, and within one settlement both dog-sled and snowmobile may be used. Special environmental features create special economic developments, such as mines, mills, tourist lodges, and fish plants. No two communities are the same.

Although the Communication in English course is intended for group participation, there is a sense in which it, too, is individualized, for the instructor can select from a very wide range of activities the ones that are appropriate for a particular locality, for particular student needs. The job of a Fluency First instructor is to become aware of the characteristics of the community where the class is located and to develop an understanding of the individuals in the class so that he can match the Communication activities to the interests and abilities of the students.

In the Stage A and Stage B manuals, many activities are suggested as vehicles for learning the language items of Units One to Eight. The procedures are described in detail, but none of these activities is obligatory. From the suggestions an instructor will be able to find the types of activities that are most suitable for his class. By implementing some of them during class work on the first eight units, he will gain an understanding of how to prepare similar activities for use with the remaining twenty-eight units, and he will probably invent others that are just right for his class.

The Stage A and Stage B manuals, then, present a model for the Communication in English course, which an instructor will continue to follow, applying the methods and adapting the activities to the needs of the students he is actually teaching.

Almost any kind of activity can be a suitable medium for language learning, though some are more productive of speech than others. The suggestions in the Fluency First manuals range from structured "presentation activities," which are really informal presentation-and-practice exercises, through action chains, card games, memory games, and picture study, to scrapbook-making, cooking, mini-visits, and creative art or craft projects. The most successful, from a language-learning point of view, will be those that the students find achievable, intrinsically interesting, and related to their own "encounter points." If they feel that the language they are practising has meaning and usefulness for them, if they are able to do something and like doing it, motivation will be high and learning will take place.

Not only do students have differing interests and learning styles; some instructors perform better with rather formal methods whereas others perform better when there is plenty of scope for their creative imaginations. An instructor can offer his best teaching when he is enthusiastic and knowledgeable about a topic or activity.

Thus far, the wide variety of activities has been emphasized. However, activity in itself is not an objective of the Communication in English course. If the students are to learn English and become fluent in it, the purpose of the activities must be understood by the instructor, and the activities must be selected, prepared, demonstrated, and conducted according to certain important principles.

PURPOSE OF THE ACTIVITIES

In most language classes, activities such as games, role-playing, and visits outside the classroom are "extras," added to the basic work of structural drills mainly for interest and conversational practice. In contrast, the Communication in English activities are the chosen vehicles for learning structural patterns and vocabulary in real situations that show the meaning of the language to the students who are actively involved.

In addition to the meaningful use of language, there are at least two other reasons for this activity approach. One is that the students who know some English and those who are beginners can participate together, with the more advanced students actually teaching the beginners. Group participation of this kind is valuable wherever the students' culture is characteristically non-competitive.

Development of the students' self-concept can also be expected. When the learning activities centre around the students themselves and on their daily lives, the implication is that what they think and feel and do is important.

The language objectives of the Communication in English course include, but are more comprehensive than, the objectives of the Skills of English course in which language use is strictly controlled. Furthermore, the achievement of communicative fluency - that ability to use English structural patterns and vocabulary according to the situation that arises - requires a longer period of time than the "mere" acquisition of language skills in a carefully controlled situation. For that reason the Communication objectives are stated for an entire stage of four units.

As the example printed below shows, the overall Communication objectives for a Stage include the detailed objectives of four Skills of English units; furthermore, the scope of student performance is increased as those skills are put into practical use for communicative purposes.

Example (from the Stage A Instructor's Manual)

OBJECTIVES OF STAGE A

By the end of Stage A, the student will demonstrate that he can:

1. understand the following structural items and patterns (details of which are specified in each Skills of English unit) in a stream of speech consisting of several sentences, and use them in appropriate situations:

    a. the copula be, in the present, to identify, describe, and locate;
    b. personal pronouns as subjects;
    c. pluralization of nouns;
    d. demonstratives this, that, these, and those, as pronouns or adjectives;
    e. prepositional phrases showing location;
    f. possessive adjectives and the genitive form of nouns;
    g. verbs in the "Present ___-ing Tense";

2. understand the vocabulary and formulas used in the Skills of English tapes for Units One to Four, as well as the vocabulary needed in classroom talk to fulfil the other objectives;

3. use in his own speech the vocabulary and formulas listed as Class I (Comprehension and Expression) objectives in Units One to Four, Skills of English, as well as any additional vocabulary needed to apply the unit topics to personal and local situations;

4. say the sentences referred to in Objective #1 with the appropriate rising or falling intonation, and with reasonably natural rhythm and stress;

5. pronounce clearly the final sound or sounds of plural nouns;

6. attempt to imitate discrete sounds accurately;

7. use the formulas of social contacts appropriately within the classroom situation;

8. perform simple personal introductions;

9. take the part of one speaker in a short dialogue related to a classroom situation;

10. say a series of imperatives so that another person will perform certain actions;

11. record a "broadcast" of at least three sentences of 'The Daily News", including an identification of himself and the day, and a description of the weather;

12. utilize the Skills of English course materials independently, co-ordinating the use of a tape and a picture book and following the taped instructions.

SELECTION OF ACTIVITIES

A. A Communication activity must be the kind of activity that requires speech or provides obvious opportunities for speech.

There is no point in arranging activities for an oral language class if they are performed in silence, although it is not necessary for someone to be speaking all the time. If the students paint pictures of what they have seen during a mini-visit, for instance, the process of painting does not require much speech, but the pictures can be very productive of speech. It is the instructor's job to get the students to talk about their pictures.

B. A Communication activity must have a definite language objective.

A vague aim of "getting the students to speak English" will produce very few positive results. For an activity to be successful, it is necessary that the instructor have a specific language-learning objective and then find an activity of interest to the students which requires, by its very nature, that particular language pattern. Without a clear language objective, an activity may produce much interest but little speech, or the speech may be so diverse and unfocussed that nothing is learned.

C. A Communication activity must be matched to the group's attitudes and interests.

Fluency First classes in some communities are happy to sing English songs, play language games with cards, or take part in contests. Classes in other communities may regard activities like those as childish or undignified. The instructor must be prepared to try such activities out but to replace them with a different type if they are not well received.

On the other hand, the way that Communication activities are received by any class depends to a large extent on the instructor's own attitude and his manner of introducing them. If he demonstrates a game enthusiastically and participates with the students, the thought of childishness may not even occur to them.

It is surprising how interesting a simple game may be, especially when it is played in another language. It can become amazingly important, even to educated and sophisticated people, to get the final picture card necessary for laying down a set, or to hear the word enabling them to shout "Bingo!"

In the same way, an English song that an instructor associates with childhood or adolescence because he has known it for years may be a challenging and enjoyable learning experience to an adult language student who has never heard it before.

Thus, an activity should not be rejected summarily as "childish" without a consideration of its possibilities when presented in an adult way.

D. A Communication activity must involve vocabulary suited to the students' level of competence in English.

As explained in Part One, every Fluency First class starts its Communication in English course with the patterns of Unit One, but every Fluency First class does not need to begin by using the most common kind of English words in those patterns. The instructor has it in his power to make Unit One language work interesting and challenging even for a group of students who have been placed in one of the higher stages for Skills of English study.

Instead of making statements and asking questions about common classroom objects such as chair, table, cup, pencil, and so on, advanced students might use the same patterns to identify and describe repair tools, or baking utensils, or the stationery items in a typist's desk drawer, or any other set of articles that might be of interest to the students.

E. The types of Communication activities selected for a class should be varied.

Among the various types of activities there is a qualitative difference in terms of "communicative reality." For instance, a card game may provide an excellent opportunity for the practice of the Do you have ...? question and certain vocabulary, but if the students all speak the same mother tongue, they are not obliged to speak English in order to play the game; they merely agree to speak it. On the other hand, if the students have assignments to collect certain information from people in the community who speak only English, the students are obliged to use the English they have been practising. The second type of activity illustrates communicative reality.

It is not possible to organize activities at that level of communicative reality all the time, especially with beginners. Nor would it even be desirable to limit the class to such assignments, for the students need a great deal of practice under less demanding circumstances. Nevertheless, instructors should make an effort to arrange activities with a high degree of communicative reality as often as possible.

F. Communication activities should "grow" with the class. Activities that are most suitable for beginners should evolve into activities that require more student involvement and responsibility, as well as more complex language.

For example, beginners learn a great deal of language, and gain the confidence that they need, from short dialogues of the type printed in Stage A and Stage B Communication in English. They are able to learn and act out those dialogues at a time when they still do not know enough English to understand a complete story or take part in role-playing or discussions.

As the students learn more English and become confident of their ability to speak and participate, dialogues can gradually give way to activities such as role-playing, based on the topics of the units or the situations suggested in the full-length Skills of English stories. Discussions can be organized. Plays can be planned and acted. Without the preparatory work or dialogues and similar activities, however, student discussions and dramatics cannot be very successful.

PREPARATION FOR THE ACTIVITIES

A. Activities in Stage A and Stage B

When a Fluency First class first starts, the instructor can use the activities described in detail in the Communication in English units printed in the Stage A and Stage B manuals. These steps of preparation are necessary:

1. Find out what the language objectives of the unit are, and read over the explanatory notes about the language structures and vocabulary.

2. Read over the suggested activities, selecting the ones that are most suitable for the class and planning adaptations for local circumstances.

3. Make notes about the kind of vocabulary (related to the unit topic and usable in the structural patterns) that is suitable for the class, keeping in mind that beginners need the concrete, basic type of vocabulary suggested in the manuals whereas more advanced students need the challenge of less common vocabulary.

4. Collect any materials that are necessary, including pictures, or make plans with the students for the collection of materials. Arrange them for convenient use during the activity.

5. Think out the physical arrangements, such as place and grouping of students, that will be necessary. Remember that an instructor can supervise several groups of students at once but cannot be actively involved with more than one group at a time.

6. Practise any new demonstration, especially a complex one like story-telling, ahead of time. It is not easy to co-ordinate speech and action effectively; practice is required. Experienced language teachers know this and do not neglect their preparatory "rehearsals."

The best way to practise a language demonstration is to perform in front of a helpful friend or in front of a mirror.

7. Think out exactly how you will get the students to respond, using the language of the unit. Language learning is impossible without a model, but the objective is not achieved if the instructor's presentation is not followed by the students' use of the language.

B. Activities from Stage C to Stage I

When a class is ready to begin Stage C, the instructor will begin to plan the activities himself, according to the model of the first two Stages. The method of preparation is essentially the same.

1. Examine the structural patterns, vocabulary and topic of the unit.

2. Plan to continue some of the same activities already familiar to the class, if the new language items can be presented and practised in those ways.

For example, some basic "Presentation Activities" were described in detail in Stage A and Stage B. The same procedures, with slight adaptations, can be used throughout the course. Simple practice activities such as Follow the Leader, Do It Fast, Finish My Sentence, and Spin the Bottle, can likewise be used for many new structural patterns throughout the course.

Certain activities that are recommended for daily use "grow" with the students' growing knowledge of English. For instance, The Daily News (a taped report of the day's date, weather, and events in the local community) begins during the first week of class life. Suggestions are made in the first two Stages for ways of connecting the Daily News with the new language of each unit. After the instructor and the students become accustomed to producing the Daily News in the early stages, the expression of local news in the patterns of succeeding units seems to be natural.

3. Use your own creative resourcefulness, coupled with your personal knowledge of the students and the community, to think out other activities that will naturally involve use of the new language items. With experience, an instructor becomes very observant of the "language potential" in everyday actions and community life.

4. Prepare the materials and think out the physical arrangements for the activities as before, but try to involve the students more and more in these plans. As suggested in the description of "Today and Tomorrow" on page 75, student planning can (and should) actually become one of the Communication activities.

In the same way, the students can assist in the preparation and collection of materials. This, too, should become a language activity. If the students help to prepare some posters for work about clothing, for example, the talk during the cutting and pasting should not be vague directions such as "Cut out that one," but rather "Cut out that red jacket with big buttons at the top left."

C. Activities Outside the Classroom

Whenever a Communication activity involves other persons in the community, special preparations are necessary.

1. Inform the people who will be affected by the activity what is going to happen and why. If these persons are aware of the purpose, they are likely to be sympathetic and helpful.

Ask permission to make visits, and find out the most suitable times.

It is particularly important to maintain good relations with the personnel of the local school, especially if the adult class shares the school facilities. An effort to explain the purpose of Fluency First activities and to make any unusual arrangements ahead of time, if they affect the school staff, will pay dividends.

2. The other part of preparation for activities that take place outside the classroom is to make sure that the students know what they are to say and do. When they are sent out on information-collecting assignments, for example, their preparation should include a session prompted by a question such as What are you going to say? Let's try it here first.

DEMONSTRATION OF THE ACTIVITIES

The point has been made that an activity can only be successful if the students have a feeling of confidence because they know what to do and what to say.

Explanations cannot be understood by beginners in a language class. Demonstration rather than explanation is needed.

As discussed in the section on "Language Use in the Classroom," the language spoken by the instructor during his demonstration should match the students' knowledge of English. The "Language Teacher's Golden Rule" is appropriate advice in this regard:

> The Language Teacher's Golden Rule
>
> Say a new word in a known pattern.
> Say a new pattern with known words.

The first time that a game or similar activity is introduced, the students should be told the name of the game. Then when they play it again, the full demonstration does not have to be repeated. It may be necessary to give some brief reminders on the second occasion, but after a while no more will be required than a simple Let's play (Information Please) or Let's make (Joe's Shopping List).

CONDUCT OF THE ACTIVITIES

A. Groups and Leaders. Sometimes it is convenient to divide the class into smaller groups for certain activities, such as games that work best when there are four players. Sometimes it becomes necessary to arrange smaller groups because a few students may need to continue one activity longer than others, who may be able to try something more demanding during that time.

It is a good idea, however, not always to divide the class according to language ability, for the students soon recognize that basic of division. The Fluency First Communication in English course, which emphasizes co-operation rather than competition, is no place for a division into a "fast group" and a "slow group."

Some group activities proceed easily without a leader, but in others a leader is required to initiate changes in actions or language. It may be necessary in certain activities to appoint one of the more advanced students as the leader, but everyone should be given the responsibility from time to time.

B. Paired Practice. The instructor's manuals frequently suggest that the students work in pairs. Establishing this habit from the beginning will facilitate the organization of certain activities throughout the whole course. A special benefit of paired practice is that the students can prepare speech and action privately first, deciding what they can say and becoming fluent and confident before they speak in front of the other students.

C. Student Speech vs. Instructor Speech. A Fluency First instructor is already able to speak English; it is the students, not the instructor, who need the practice of speaking. The instructor must provide the speech models and organize the practice, but he should not monopolize the available practice time. If an instructor observes that he is speaking more than 25% of the class time, he should think of ways to limit his own talk and increase the amount of student speech.

D. Repetition of Activities and Re-Use of Materials. It is a sad waste of effort to spend time learning to do an activity and then never do it again. The Communication in English dialogues are a case in point. The first time that a dialogue is introduced and practised, the learning of it is probably incomplete. The students can only become fluent in saying the dialogue when it is spoken again and again. A short period each day of saying - and acting - several learned dialogues will make the language very familiar and easy to the students, especially if they begin to substitute names, nouns, and places that fit their own actual circumstances.

In the same way, it is a sad waste of effort to spend time producing scrapbooks, posters or other materials and then never refer to them again. Work produced by the students should be displayed on the wall or shelves, and wall displays would be talked about. They can often become the visual aids for the presentation of new language patterns.

Scrapbooks can be used again and again as the student's language knowledge "spirals" upwards. The following examples illustrate the notion of "reading" different language patterns from the same set of pictures.

Example

A scrapbook prepared for Unit One work in which the picture of a single object is pasted on each page; the picture referred to shows a blue car being driven by a woman; a man is sitting beside her.

Samples of Unit One language:

- What's this? It's a car.
- This is a car.
- What colour is it? It's blue.
- Is this a car or a boat? It's a car.
- Is it blue or green? It's blue.

Samples of Unit Three language:

- Where are the people? They're in the car.
- Are the people in a car or a plane? They're in a car.
- How many people are in the car? Two.
- Where's the man? He's beside the woman.

Samples of Unit Four language:

- Who is driving the car? The woman is.
  What's the woman doing? She's driving a car.
- Where's the man sitting? He's sitting in the car beside the woman.

Samples of Unit Thirteen language:

- How many people are there in this car? There are two.
- Is there a man in this car? Yes, there is.
- Is there a baby in this car? No, there isn't.

It is not suggested that only one scrapbook be made and used; rather, the suggestion is that all the scrapbooks made by the students be used again and again whenever possible. Use of the materials produced by the students themselves is also a motivating factor because they see that there is a purpose in making them.

Re-use of the taped recordings of the Daily News has a special value. It may not be possible to save all the recordings, but it is worthwhile to keep samples of them. When these are listened to after a month, the students may be amazed to note their improved knowledge of English and fluency in it.

E. Programs. Some language teachers arrange regular opportunities for their students to "show off" what they are learning to do and say. A Friday afternoon "variety show" in the classroom may be both enjoyable and motivating to the students. The decision to prepare a dialogue for the variety show, for instance, may encourage a pair of students to practise the speech and action diligently.

Occasionally, the whole class can work on something more ambitious, such as a puppet show or well rehearsed variety program, to which they invite their families and friends. Students who gain experience in weekly variety shows among their peers will not be overwhelmed by the job of preparing an English program for invited guests.

F. Timing of the Activities.

1. In a typical Fluency First situation, where there are no bells for changing classes and the clock is a guide rather than a tyrant, the instructor is the one who must judge how long any activity should continue. For this purpose, a sensitivity to the students' reactions is needed. Enough time should be allowed so that the students can get the full benefit of the language practice, but even a well liked activity should not go on too long. Variety is needed so that a full range of language skills can be developed. If an activity is popular, it is better to repeat it on another day than to devote a disproportionate amount of time to it during one day.

2. The instructor also has to decide how long to spend on the activities of one unit before moving on to the next unit. In this respect, the Fluency First instructor's job is similar to that of an instructor in other kinds of language classes: to judge whether the majority of the students have learned to use the language items of the unit reasonably well.

It is not necessary to wait until every student has achieved the desired competence. Those individuals who are unable to use all the language items of the unit in the Communication activities will be practising language at their own level in the Skills of English course. Nor is it reasonable to expect perfection in using the language items before moving on. Because language learning is a cumulative process, the students will continue to get practice in using the language of one unit as they learn new vocabulary and patterns through the activities of the next unit.

G. Exploiting Opportunities. Almost every necessary task in the classroom can be used for language-learning purposes. These opportunities should be recognized and exploited. Here are some examples:

1. Distribution and collection of supplies is a necessary part of many creative or practical activities. If the instructor does this himself or if the students do it in silence, opportunities for real and purposeful communication in English are lost. Instead, the instructor and students can refer to the different supplies by name and specify the exact place where they can be found or the person to whom they should be given.

2. When a Communication activity is being arranged outside the classroom, it may be necessary to ask permission, set times, arrange transport, and so on. The students should be actively involved in these affairs. Because the language involved in making these arrangements can be practised ahead of time in class, the students can begin to take on some of these responsibilities even when they are not yet very far advanced in the Fluency First program.

3. Instructors are sometimes uncertain about how to deal with a class when visitors come, for students often become strangely mute in the presence of strangers.

During such visits to the class, the creative work that the students have produced can fill a useful function. For example, if the students have painted pictures of their village, the activities of their children, or the animals in the local environment as part of their language practice, they can tell the visitor about these pictures. The visitor then becomes more like an interested learner than an "inspector." It may also be possible to involve the visitor in some of the group activities.

H. Special Problems. Resourceful instructors are often able to "turn the problem into the solution." The following examples illustrate that notion.

1. A common problem in adult classes everywhere is absenteeism. Naturally, a Fluency First instructor hopes that the class activities will be so interesting that no student will want to stay away. In reality, however, sickness or family responsibilities may occasionally prevent the most interested students from attending class.

In a Fluency First class, a student who has returned after an absence will be able to continue his Skills of English study from the point at which he stopped, but he will have missed the Communication activities and perhaps some reading and writing lessons. A busy instructor may have difficulty in finding time to teach him how to play the games or take part in other activities.

The solution is to ask another student, or a pair of students, to show him what to do and say, and even to teach him the reading and writing lessons that he missed. In doing so, those helpers will be using English purposefully; they will become more fluent themselves; they will probably feel pleasure and pride in being able to teach a friend.

It is important to let the class know that this peer-teaching technique will be one of the classroom methods. The realization that they may be called upon to help a returned absentee is a motivation to learn the language of an activity well.

2. A common problem faced by any language learner when he tries to use his small stock of language for communication is that his

vocabulary is not large enough or precise enough to express what he needs to say. This problem will probably appear often in Fluency First Communication activities. If the problem is not tackled, both the instructor and the students may decide that the challenge of communication in English is simply too great.

Instead, the communication problem in class activities can become the solution for similar communication problems outside the classroom. Language formulas such as What's the word for (that thing)? and techniques such as Act It Out can be learned in class and thereafter used whenever the situation demands more English than the learner can yet express.

(Act It Out, described in the Stage B manual on pages 151 and 152, is a technique which uses mime in the midst of speech in order to learn an English word or phrase that is necessary for self-expression but is unknown or forgotten. In fact, this is what happens naturally when two people who do not share a common language must communicate. Fluency First students should learn that it is an approved means, not only of communicating immediately, but of learning more English.)

THE OPTIONAL PREPARATION FOR READING AND WRITING COURSE

The instructor's manual entitled Preparation for Reading and Writing provides all the information about this optional course that is needed by a Fluency First instructor. It contains a section on methodology for these beginning stages of literacy study in the Fluency First class as well as a series of reading and writing lessons.

PRONUNCIATION

Excellent English may be heard in a wide variety of "accents." As long as speech differences do not interfere with comprehensibility, there is no need for a Fluency First student to spend countless hours on pronunciation drills with the aim of achieving an "accent-free" English speech. However, an insufficient knowledge of the English sound system can interfere with a student's ability to understand spoken English accurately and to make himself readily understood. It can also interfere with a literacy student's efforts to learn to read by associating sound and symbol. Those are the reasons that make pronunciation practice important for Fluency First students.

This section outlines very briefly the main features of the English sound system, indicates their importance to the expression of meaning in English, and suggests some techniques for helping the students overcome their pronunciation difficulties.

IMPORTANT FEATURES OF THE ENGLISH SOUND SYSTEM

In Part Two, the importance of stress, rhythm, and intonation was mentioned. Many Fluency First students will find English stress, rhythm, and intonation quite different from what they are accustomed to in their own language.

A. Stress

1. Syllables of a word receive different degrees of stress, and the wrong stress can make a word nearly unintelligible to the listener. When a foreigner pronounces the names Canada and Ottawa with the stress on the middle syllable instead of the first, for instance, a Canadian may at first wonder where those strange places are located.

2. A change of stress in a word can change its meaning.

Examples

PERmit	(a paper that gives permission)
perMIT	(allow)
COMbine	(a farming machine; or, use that farming machine to harvest a crop)
comBINE	(put together)

3. The vowel in a syilable that is not stressed is usually not given its full quality, but is "reduced" or weakened. If a person pronounced the second syllable of the word "student" exactly like the single word "dent," for instance, his pronunciation would sound very odd to an English speaker.

4. Only a few words in a sentence are stressed. These are usually the content words (nouns, main verbs, and most of the adjectives and adverbs) plus interrogative words. Structure words (such as prepositions, conjunctions, modals and other auxiliary verbs, articles, and personal pronouns) are ordinarily unstressed.

Examples

The MAN behind the DESK is my FRIEND.
They will have DUG the BASEment by the MIDdle of JUNE.

The fact that structure words are unstressed means that their pronunciation is often "reduced." For example, the modal can, often loses its vowel sound completely, as in the sentence You can SAY it.

5. Different questions can be answered by the same sentence by stressing different words.

Examples

What meal do you eat at noon?
I eat DINner at noon.

When do you eat dinner?
I eat dinner at NOON.

A student of English who learns this notion will have a much more accurate understanding of the meaning an English-speaker wants to convey than a student who notices only the words themselves.

B. Rhythm

1. The alternation of weak syllables and stressed syllables in a sentence is largely responsible for the characteristic rhythm of English speech, which is therefore termed "stress-timed."

The number of syllables in a sentence does not necessarily lengthen or shorten the time required to say the sentence; it is the number of stressed syllables that determines the time.

Example

They DUG the BASEment.
They will have DUG the other BASEments.

In order to help Fluency First beginners acquire a feeling for the rhythm of English, the rhythm of the first sentence patterns is tapped out on the tapes for Book 1 and Book 2 in the Skills of English course.

2. Certain words in a sentence "go together" as a phrase, or thought-group. If a student learns to be aware of phrasing, he will be able to understand an English-speaker's meaning, and make himself understood by English-speakers, much more easily.

> *"To distribute his pauses intelligently, it is first of all necessary that a speaker understand the full meaning of what he is saying. And meaning can never be made clear to the hearer unless one groups his words in a clear-cut fashion."**

C. Intonation

1. In general, there are two basic "tunes" in English. A falling intonation at the end of a sentence may be referred to as "Tune 1," and a rising intonation is known as "Tune 2."

The rising Tune 2 usually indicates a lack of finality, whereas a sense of finality is often conveyed by a falling Tune 1.

2. Unless there is a reason for a special intonation, declarative sentences are ordinarily spoken with a falling intonation at the end, as are imperative sentences.

Examples

He's a teacher. (↘) There are fifteen students in the class. (↘)

Stop! (↘) Please come here. (↘)

3. Open questions (questions beginning with a question word) are very frequently spoken with a falling intonation. This is the way they are presented in Fluency First.

Examples

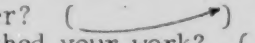
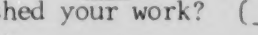
What's he doing? (↘)
How many students are there? (↘)

---

* Prator, Clifford H., Jr. Manual of American English Pronunciation, rev. ed. Holt, Rinehart and Winston, New York. 1960.

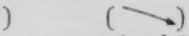
4. Yes-no questions (questions that can be answered by yes or no) are spoken with a rising intonation.

Examples

Is he a teacher? 
Have you finished your work? 

5. Alternative questions (questions containing a choice of possibilities joined by or) combine Tune 2 and Tune 1. The voice rises to its highest pitch on the word just preceding or and then falls.

Examples


Is he a teacher or a clerk?

Is it red or blue?

Is it in the living room or the kitchen?

Did you see it before you went to sleep or after you woke up?

6. Some questions are asked in English by making a statement and then adding a "question tag" at the end. These question tags may be spoken with either a rising or a falling intonation and the meaning is affected by the intonation.

a. Rising intonation. These are real questions. The speaker may think he knows the answer, but there is doubt in his mind and he wants to be sure.

Examples

You're all right, aren't you?

You passed the test, didn't you?

The plane hasn't left yet, has it?

b. Falling intonation. These are not so much questions as comments that invite a response.

Examples

It's a beautiful day, isn't it? (↘)

It rained very hard last night, didn't it? (↘)

You've lost a lot of weight, haven't you? (↘)

7. Other common examples of rising intonation are (a) a series of words, (b) direct address, (c) the end of a clause that precedes a following clause.

Examples

a. Men, (↗) women, (↗) boys and (↗) girls. (↘)

b. Good evening, Mrs. (↗) Winter.

c. If I leave at nine o'clock, (↗) I'll get there at three. (↘)

D. Vowel and Consonant Sounds

Certain differences in the way a vowel or consonant is pronounced do not affect the meaning at all whereas other differences that are really just as slight change the meaning completely.

For example, many Canadians do not pronounce the second 't' in the word twenty with the sound / t / at all; the pronunciation becomes more like "twenny," yet the speaker is readily understood.

On the other hand, a learner of English who closes his lips when pronouncing the first consonant of the words fashion show may scandalize his listeners, who will hear instead the words passion show. The term "critical error" is used to describe a variation in pronunciation that alters the intended meaning.

If a distinction between two sounds is not important in a person's mother tongue, he may not even notice the distinction in the language that he is trying to learn. For example, in English some pairs of consonants are similar except that one of them is pronounced while the vocal cords are vibrated and the other is pronounced without vibration. The terms "voiced" and "unvoiced" are used to refer to this distinction. In the mother tongues of many Fluency First students this distinction between voiced and unvoiced

consonants is not important, and those students may have difficulty in hearing and producing the distinction in English.

These are the pairs of voiced and unvoiced consonants in English:

/ t / as in debt; / d / as in dead.

/ p / as in pack/ / b / as in back.

/ k / as in dock; / g / as in dog.

/ č / as in chop; / ǰ / as in job.

/ s / as in this; / z / as in is.

/ θ / as in thin; / ð / as in than.

/ f / as in fan; / v / as in van.

/ š / as in sure; / ž / as in measure.

In the production of different consonants, the position of the tongue in relation to particular areas of the mouth is important, as is the position and shape of the lips. For that reason, an instructor should let the students see his face while he is speaking, especially when he is demonstrating the way a sound is made.

Similarly, different vowel sounds are produced because the mouth may be widely or slightly open, the lips may be rounded or spread, and the highest part of the tongue is in a particular position. The students can get help in learning to identify and produce a required vowel if they can see the instructor's face when he makes the sound.

INSTRUCTIONAL TECHNIQUES

A. Understanding the Students' Problems

A Fluency First instructor will understand his students' pronunciation problems better if he learns about the sound system of the students' mother tongue. He should try to find out information such as:

1. the sounds of English that are not used at all in the students' mother tongue.

2. the sounds of English that can occur in their mother tongue but are not important to it, in the sense that they do not change the meaning;

3. the sounds of English that occur in their mother tongue but do not occur in the same word position. An English speaker, for instance, says the final sound of the word sing (represented by the phonemic symbol / ŋ /) without difficulty, but he may not find it easy to say Asian or African words that begin with the sound; similar problems are encountered by learners of English;

4. the use of stress and intonation in the students' mother tongue.

B. Short Daily Practice with the Whole Class

If the students are able to say the words and sentences they learn from the Skills of English tapes and the Communication activities without pronunciation difficulties, very little special pronunciation practice will be necessary.

There will still be value, however, in reserving a short period of time every day for pronunciation practice. One reason is that every learner of English should be made aware of the way English stress, rhythm, and intonation affect the meaning. A second reason is that, by paying attention to the sounds that compose a word, they will be better prepared to associate sound and symbol when learning to read.

A short period of pronunciation practice with the whole class may include any of the following kinds of work:

- practice in pronouncing some of the new words the students have been learning;
- practice in articulating very clearly a certain sound, pronouncing words in which the sound appears in initial, final, or medial positions (for example, the sound / p / in pin, hop, hopping);
- practice in distinguishing between two sounds, in a minimal pairs drill described below;
- practice in saying words rhythmically in a phrase;
- practice in saying words with the correct stress;
- practice in saying sentences with the correct intonation and stress.

All the words and sentences selected for these pronunciation practices should be known by the students. The use of unfamiliar words in drills has not been successful in Fluency First classes.

C. Individual Problems

Although a short daily pronunciation practice with the whole class can be generally helpful, it will probably not be sufficient to correct the special problems that individuals have. It is not right to require the whole class to spend a great deal of time practising one sound if the problem is experienced by only one or two students.

Instead, the instructor should work with those individuals privately, showing them how to produce the sound, and giving short ear-training drills. He may also recommend that a student listen again to the pronunciation section of a Skills of English tape that contains work on a sound the student finds difficult.

D. Length of Time for Pronunciation Practice

All pronunciation practice should be short. Short, frequent practices will yield far better results than long practices. The reason is that a student must concentrate intently if he is to hear sounds exactly and try to reproduce them. Intense concentration cannot be maintained for long periods.

E. Ear Training

Pronunciation of a language involves both reception and production. A student has to learn to hear the English sounds which are different from those in his own language. A language learner's ear needs training.

1. One simple ear-training exercise is to ask the students to listen for one particular sound in the words that you pronounce slowly and clearly. When they hear you say a word containing the given sound, they raise their hands.

2. A minimal pairs drill is used for ear-training in recognizing the difference between two sounds that the students have a tendency to confuse. A minimal pair is a set of two words which would be the same except for the difference of a single sound. (It is important for Fluency First instructors to remember that they are concerned with sounds, not spelling.)

Examples of Minimal Pairs

man - men	gas - guess
tin - thin	back - bag
sell - shell	cell - shell

It is not possible to use minimal pairs drills satisfactorily with Fluency First beginners because they have not yet acquired a large enough English vocabulary from which the paired words can be drawn. As the students advance through the program, however, it becomes possible to organize some drills that may be quite helpful to certain students. The preparation and conduct of minimal pairs drill should include these steps:

a. Identify the two sounds that the students need to practise.

Example

/ æ / as in man and / ɛ / as in men.

b. Select from the students' known vocabulary five or six pairs of words which would be pronounced exactly the same except for these sounds.

Examples

man - men; tan - ten; sat - set;

sad - said; pan - pen; gas - guess.

c. In class, draw on the board or flip chart a pair of sketches representing one of the pairs of words, one on the left side of the flip chart and one on the right.

Example

d. When the students are paying careful attention, point to the picture of the single man and say the word clearly, facing the students so that they can see your well-opened mouth. Then point to the picture of the men and say that word, letting the students see your mouth. Do this several times. Also, say the sounds / æ / - / ɛ / several times, letting the students see how your mouth opens more widely for the / æ / sound.

e. Facing the students, say the other pairs of words. As you say a word with an / æ / sound, gesture towards the side on which the single man was drawn; as you say a word with an / ɛ / sound, gesture the side on which the men were drawn.

f. Ask the students to listen to the two words you say and tell you whether they are the same or different. Say some sets like gas - gas and others like guess - gas. Individuals should answer as well as the whole group.

g. Ask the students to identify the sound in the word you say by pointing to the left or right, according to the man - men sketches.

h. Say the pairs of words and ask the students to repeat them after you, trying to make the difference in sound clear by moving the mouth as you have been doing.

Although many steps have been listed here, the whole procedure in class will not require more than five or six minutes.

3. Exercises are also needed to develop recognition of stress and intonation.

a. The instructor may say phrases or sentences that contain a single stress and ask the students to identify the stressed word.

b. The instructor may say short sentences exactly the same except for a shift in stress and ask the students to say whether the sentences were the same or different.

c. The instructor may say yes-no questions (with a rising intonation) and open questions (with a falling intonation) and ask the students to identify the intonation by saying up or down.

F. Production of Sounds

If individuals have difficulty in learning to produce a certain sound, there are various ways that an instructor can help.

1. The instructor's own speech. The instructor's manner of speaking can help or hinder the students. He should endeavour to articulate clearly, opening his mouth adequately and keeping the lips and tongue active.

2. Demonstrations. The instructor must demonstrate how the sound is produced, and it will be helpful to the students to exaggerate the method of making the sound during actual demonstrations.

For example, the sound / ð / (the first sound of the word that) causes problems to many learners of English. Its production can be demonstrated to the students clearly by actually thrusting the tongue outside the mouth between the teeth and releasing air over it. In normal speech the tongue hardly protrudes at all, but the students can learn the idea from the exaggerated demonstration.

Similarly, a consonant like / p /, which may be completed by a slight explosion of air, can be demonstrated that way so that the students hear and feel the explosion. The sound / p / is not always completed in this way (as, for example, when it is final in a word like cup), but the students can learn to recognize it and produce it first with the help of an exaggerated demonstration.

Exaggeration of this kind is not recommended during the ordinary speech of the classroom, however.

3. Breathing. Anyone who practises sound production needs plenty of air with which to make the sounds. The instructor should show the students how to take a deep breath before making an effort to produce each sound.

4. Association of Sense Experiences. Sounds can be learned more easily if two or more senses are brought into use. Sight and hearing together are more powerful than hearing without sight, and when the sense of touch is also called upon, the possibility of learning is greatly increased.

The value of letting the students see the instructor's mouth while he makes the sound has already been mentioned. There is also value, however, in letting the student see his own mouth while he tries to make a sound that he finds difficult. A particularly useful technique is for the instructor and student to stand side by side in front of a wall mirror. Then the instructor can point out features of the mouth shape as he makes the sound, and the student can watch himself trying to imitate it.

The effects of the production of a few sounds can also be seen. For example, a lighted match or a candle flame held a few inches away from the mouth, can be blown out when the complete sound / p / is made, but it will not be blown out, when it is held in the same position, as a correct / f / sound is made.

If a student has persistent difficulty with the troublesome / ð / sound already mentioned, he may be helped if he actually touches the tip of his tongue with his finger while releasing air over the tongue which lightly touches the upper teeth.

When students have difficulty in differentiating certain vowel sounds, they may be helped by learning to feel the difference in mouth shape, especially if they are watching themselves in a mirror at the same time. Pretending to pull the lips out sideways with both hands may help the students to produce an / i / vowel, as in please. Pretending to pull the corners of the mouth upwards into a smile may help them produce an / e / sound, as in play. Watching - and feeling - the lower jaw drop as they say the series / I /, / ɛ / / æ / (as in pin, pen, pan) will help them differentiate these sounds.

5. Body Movements. A native-speaker of a language feels the rhythm, stress, and intonation of his speech in his whole body, and movement of the body can help to develop a feeling for the stress, rhythm, and intonation of English.

a. Stress. When an instructor demonstrates the stress of a word or phrase, he can also clap or tap the stress, putting special emphasis on the stressed syllable. Sometimes a combination of light taps for the unstressed syllables and a heavy clap for the stressed syllable is helpful. The clapping can be done while speaking, or it may be added after speaking. In all cases, however, it must be rhythmic. It is advisable for an instructor to practise doing this before he tries it in class, for an inaccurate or clumsy performance is worse than none at all.

Instead of clapping or tapping each syllable of a long word or a phrase, an instructor can indicate just the stressed syllable with some forceful movement of his body, such as hitting one fist against the other palm.

Demonstration by the instructor is only part of the exercise. The students should also be trained to clap or tap the syllables in a rhythmic way or to indicate the stressed syllable by some kind of body movement. By so doing, they will develop a feeling for the natural stress and rhythm of English speech.

b, Intonation and Phrasing. Arm movements upwards or downwards will help the students to become more aware of English intonation patterns. Furthermore, a pause in the arm movement can coincide with the pause between thought-groups, and thus helps to develop a feeling for the sensible phrasing of English sentences.

Again, the instructor's demonstration is only part of the exercise. The students should also move their arms while speaking, synchronizing the upward or downward movement of the arm with the rising or falling tone of the speech.

6. Change in the Speed of Speech. Sometimes, when the students have difficulty in imitating a sentence pattern rhythmically, it is helpful for the instructor to slow down or speed up his demonstration of the pattern. In doing so, he must not distort the rhythm; only the overall pace should be altered.

7. Backward Build-up. As a practice technique for use with students who have difficulty in speaking with a natural rhythm, the "backward build-up" may be helpful, because it is easy to maintain the right stress. In this technique, the instructor begins by saying a word at the end of the sentence for the students' imitation, and gradually adds one more word until the whole sentence is achieved.

Example

The sentence: He has to go to the post office.

The build-up: post office.
the post office.
to the post office.
go to the post office.
has to go to the post office.
He has to go to the post office.

FLUENCY FIRST AND BASIC LITERACY COURSES

There is no direct connection between the Fluency First oral program and any published basic literacy course. A program for instruction in oral English as a second language has objectives that are entirely different from those of a literacy course for English speakers.

For adults who do not know English, however, Fluency First has a most important relationship with any basic literacy course. Just as a child knows his own language long before he goes to school and learns to read and write it, so an adult needs to know English before he tries to become literate in English. The indispensable preparation for reading and writing English is a knowledge of the English language.

If an adult who does not know English enters a Fluency First class and completes the oral program, he will be well prepared to start any basic literacy course in English. Indeed, even before completing the entire program, he may reach a level of proficiency in English that will permit him to begin any basic literacy course while continuing his Fluency First work part-time.

Among the basic literacy programs that are available, the one that is completely individualized, and which was developed specifically for use by Canadian adults, is BLADE (Basic Literacy for Adult Development). Since this comprehensive literacy program for English-speakers is being used more and more extensively throughout Canada, the question arises of how to fit together in actual classroom use the oral ESL program, Fluency First, and the basic literacy program, BLADE.

Instructional situations differ widely and therefore no strict rules concerning transfer from Fluency First to BLADE are practicable. However, on the basis of an analysis of the language knowledge required in Level I of BLADE and an analysis of the language knowledge gained in successive stages of Fluency First, it is recommended that:

a. a non-English-speaker achieve a level of proficiency in oral English equal to that required by the End Test for Book 24 (Stage E) of Fluency First, before entering Level I of BLADE;

b. any student who enters BLADE with an oral English proficiency equivalent only to Stage F of Fluency First continue to work part of the time on the three remaining stages of Fluency First.

It is conceivable that, under certain circumstances, a Fluency First student who had completed only Stage E might begin BLADE, as long as the instructor is aware of the student's English language difficulties and is able to give special help. For example, if all the members of a group except one or two students complete Stage F and begin BLADE, it may be more convenient to let the Stage E student start BLADE, too.

It is essential to remember, however, that no kindness is done to a student by placing him in an individualized program that he cannot learn from because he does not know the language of instruction well.

Students who enter BLADE with an oral English proficiency equivalent only to Stage F of Fluency First should not use the BLADE "Tape-Text Orientation." The language of this orientation tape is much more complex than both the Stage F level of Fluency First and the first units of Level I BLADE. Fluency First students will already be acquainted with the notion of using a tape-and-book combination for learning, and any special details concerning the use of BLADE tapes can be explained by a helper working with the student on the first BLADE unit.

A student who has completed the Fluency First program will know English well enough to use the BLADE materials for learning. The instructor should be aware, however, that a Fluency First "graduate" may not be acquainted with every vocabulary item or every structural pattern, and for this reason may need extra help and explanation.

The chart on page 126 shows graphically the recommended relationship between Fluency First and BLADE, and a brief description of BLADE follows here.

A Brief Description of BLADE

The BLADE program, developed at Saskatchewan NewStart for English-speaking Canadian adults, covers Communication and Mathematics from grades 1-4, inclusive.

Communication includes reading, writing, spelling, comprehension, and oral expression. The program is completely individualized so that totally illiterate and partially literate adults can enter the course at the same time but be given training in accordance with their individual level of knowledge.

The program raises adults to a measured Grade 5.0 level as a minimum for those who cannot continue further training. This is probably the lowest level that will enable the adult to maintain permanent literacy.

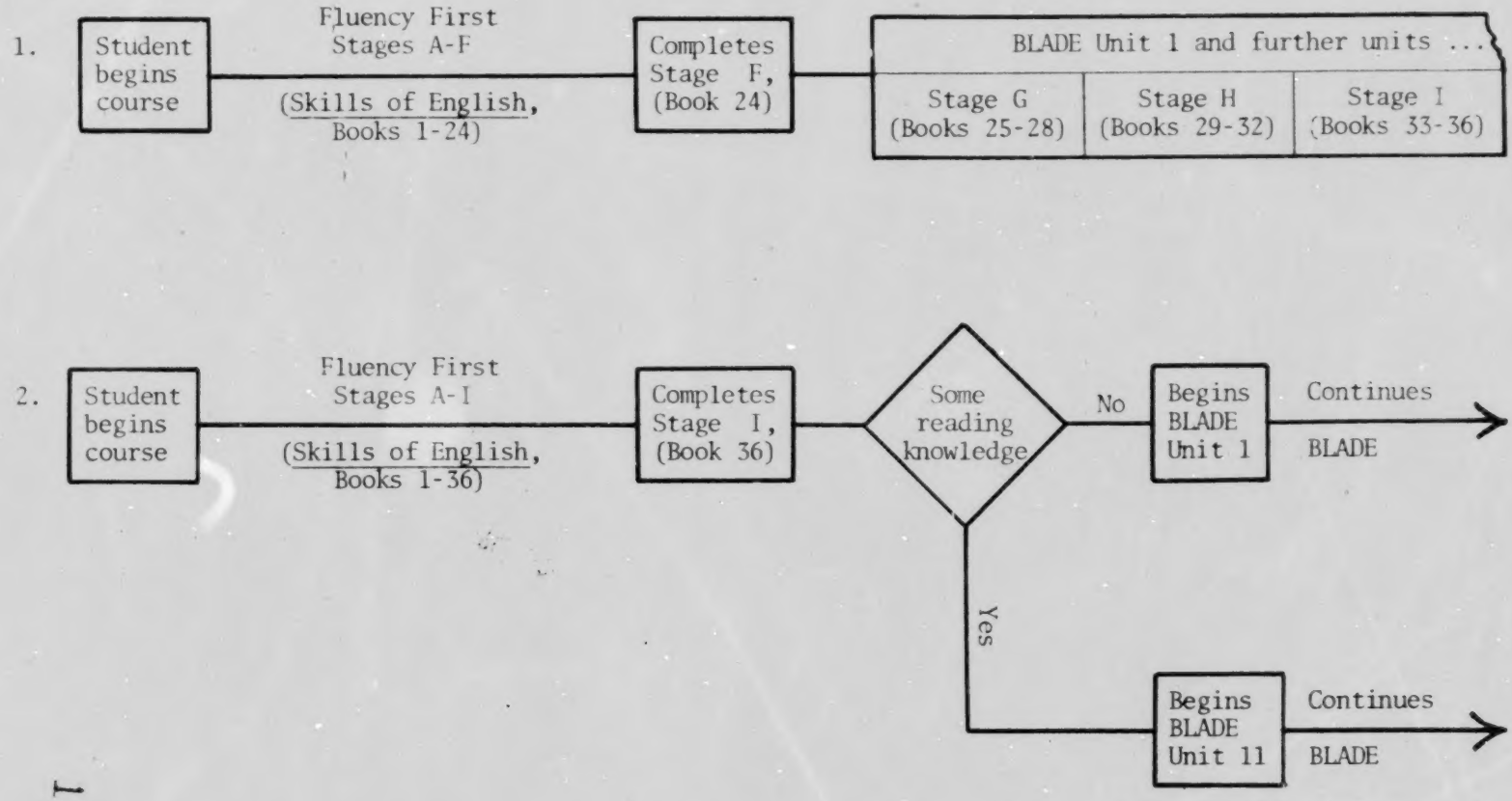
New content is taught by the use of a tape-text method. The student listens to an explanation on tape, and responds to questions or instructions, while he looks at the words, sentences, or mathematical examples given in a textbook for his level of understanding. He can go over the lesson as many times as he needs to master it, in a completely individual way. The tape-text combination also provides drill, practice and self-testing as part of the learning process.

The approach is linguistic in that the sounds of English are used as a key to work recognition. From the beginning, the relationship of letters and sounds is learned in the context of words. As soon as possible, words are learned in the context of sentences. The student learns a word first by analyzing its sounds, although he is required soon afterwards to recognize and say that word instantly.

Because the irregularity of English spelling causes difficulty to students when they learn to read English, a system of "cueing" has been devised to indicate pronunciation. The adult student learns to recognize the most common spelling for each sound of English; then this common spelling is used to indicate how the irregular spellings are to be pronounced. This scheme combines the consistency of a phonemic system such as i/t/a with traditional orthography. The student learns the appearance of a word at the same time that he is learning a word attack system which can make him an independent reader.

More detailed explanations can be found in Theory and Methods of the BLADE Program, which is available from Information Canada.

TWO PATHS FOR ENTERING THE BLADE PROGRAM FROM FLUENCY FIRST



PHONEMIC SYMBOLS USED IN FLUENCY FIRST

Phonemic symbols are useful to language teachers and others who work with languages because, in a given system, they always represent the same sound, no matter how differently that sound may be represented in the spelling of words.

The systems used by individual linguists vary somewhat, however, as each one endeavors to represent the sound system of a language or dialect as exactly as possible, according to his comprehensive description of the language. It is always necessary, therefore, to know what system is being used in a given text or course, just as it is always necessary to know what system of symbols is used on a map. In order to be able to interpret the information provided by symbols on a map, one refers to the "key" or "legend." The list of symbols printed below serves as a key in a similar way.

The phonemic symbols used in Fluency First are from the International Phonetic Alphabet (I.P.A.). The system is a modified version of one that is employed by many linguists to represent the sounds of a widely spoken North American variety of Standard English.

In the instructor's manuals of Fluency First, phonemic symbols are used occasionally to refer to a sound, but to avoid confusion for busy instructors who may be accustomed to some other system of representing sounds, an example word is ordinarily added.

Phonemic symbols always appear in obliques.

IMPORTANT NOTE

There is no reason whatever to use the phonemic symbols with the students in a Fluency First class.

KEY

The symbol has the sound of the underlined letter or letters in the example word.

1. Consonants and semi-consonants

/ p / ... pan	/ t / ... ten	/ k / ... cup
/ b / ... bat	/ d / ... do	/ g / ... gun

/ ʧ / ... chop	/ ʃ / ... shoe	/ m / ... man
/ ʤ / ... job	/ ʒ / ... measure	/ n / ... net
/ f / ... fat	/ θ / ... thin	/ ŋ / ... sing
/ v / ... very	/ ð / ... that	/ h / ... hat
/ s / ... see	/ l / ... let	/ w / ... win
/ z / ... zipper	/ r / ... red	/ y / ... yes

2. Vowels and diphthongs

/ i / ... seat	/ ɛ / ... set	/ u / ... boot
/ I / ... sit	/ æ / ... sat	/ɔI / ... boy
/ a / ... not caught	/ aI/ ... buy	/ər / ... bird
	/aʊ/ ... count	
/ ə / ... but the	/ o / ... boat	
/ e / ... say	/ ʊ / ... foot	

CONTRACTED FORMS IN FLUENCY FIRST

An English speaker normally says certain pairs of words together in standard ways, eliminating part of one word and sometimes even changing one vowel sound to a different one.

Examples

Let us ... = Let's ...
Do not ... = Don't ...

The use of these contracted forms often has an effect on sentence stress. Consider, for instance, the difference in stress between these two, equally correct English answers to the question, "Have you finished your work?"

No, I have NOT.
No, I HAVEn't.

One of the objectives of this oral program is that the students become able to speak the sentences that they learn with natural intonation, stress, and rhythm. Using contracted forms is particularly helpful in developing the kind of rhythmic speech that is characteristic of English, for English is a stress-timed language, in which relatively few syllables of a sentence receive heavy stress while several intervening syllables are spoken quickly and lightly. A learner of the language who aims at achieving natural English speech himself, and who needs to be able to understand rapid spoken English, must therefore become accustomed to hearing and saying these contracted forms.

Some adults may come to Fluency First after a more formal and bookish experience of learning English, and they may already have learned to use the uncontracted forms in their own speech. If they succeed in speaking with a natural rhythm and stress, there is no need whatever to try to force the contracted forms on them, but they still need to learn to understand them in other people's speech.

Selection of Contractions

In the development of Fluency First, some arbitrary decisions were made to avoid certain contractions because of the possibility of confusion to the learner, particularly because he only hears the words and does not see the written form as most language students do. It will be noted that in each case where a decision was deliberately made not to employ a contracted form, the possible confusion would involve more than mere words; it might affect the student's grasp of two entirely different structural patterns or verb forms.

The following list shows the contractions used in Fluency First courses. A few forms seem to be missing in several of the series; however, unless a specific reason is given for not using those forms, they are omitted only because they did not happen to occur in the scripts.

A. Forms of 'be' contracted with the subject pronouns, preparatory 'there', and question words.

I am = I'm	He is = He's	There is = There's
You are = You're	She is = She's	What is = What's
We are = We're	It is = It's	Where is = Where's
They are = They're	That is = That's	

1. If the word 'is' were contracted after a personal name or a noun subject, there might be confusion with the genitive form because the sound is exactly the same. In Fluency First, therefore, the word 'is' was not contracted under those circumstances.

Examples

That man is Ben. ✗ That man's Ben.
Ben is the chairman. ✗ Ben's the chairman.

2. The word 'is' was not contracted after the question word 'who' because of possible confusion with the question word 'whose', which sounds exactly the same but which involves a different structural pattern.

Examples

Who is her husband? ✗ Who's her husband?
Whose husband is he?

B. The negative 'not' contracted with auxiliary verbs, including modals.

is not = isn't	was not = wasn't	can not = can't
are not = aren't	were not = weren't	could not = couldn't
do not = don't	have not = haven't	will not = won't
does not = doesn't	has not = hasn't	would not = wouldn't
did not = didn't		should not = shouldn't

C. The modal 'will' contracted with subject pronouns and preparatory 'there'.

I will = I'll	She will = She'll	They will = They'll
You will = You'll	We will = We'll	There will = There'll
He will = He'll		

D. The modal 'would' contracted with subject pronouns.

I would = I'd	He would = He'd	We would = We'd
You would = You'd	She would = She'd	They would = They'd

E. The verb 'have' when used as an auxiliary verb rather than a main verb, contracted with the subject pronouns listed below.

I have = I've	We have = We've
You have = You've	They have = They've

1. The third person singular of the present, i.e., 'has', is not contracted with 'he' or 'she'. This decision was made because of the possibility of confusion with "He's" used to mean "He is ..." This possibility was regarded as especially serious because the "Present Perfect Tense" in the active voice could easily be confused with the passive voice of a present tense.

   Examples

   He is = He's — He is caught. = He's caught.
   He has ✗ He's — He has caught ... ✗ He's caught ...

2. For a similar reason, the past of the verb 'have', i.e., 'had', is not contracted with the subject pronouns, as there might be confusion with the modal 'would'.

   Examples

   He would like ... = He'd like ...
   He had gone. ✗ He'd gone.

F. The object pronoun 'us' contracted with the preceding verb 'let'.

   Example

   Let us say these words together. = Let's say these words together.

EXERCISES ON SOUNDS IN THE SKILLS OF ENGLISH UNITS

Since a student sometimes requires special practice in hearing and saying a particular sound, the units in Skills of English where exercises on sounds may be found are listed here so that an instructor may locate the necessary work and prescribe it for the student.

The letter in the reference indicates the STAGE, and the number indicates the UNIT.

1. Consonants and semi-consonants

/ p / as in pan:	B:6.	Initial position.
	B:7.	Final position.
	C:9.	Contrasted with / b /.
	G:27.	Contrasted with / f /.
/ b / as in bat:	B:8.	Initial position.
	C:9.	Contrasted with / p /.
/ t / as in ten:	C:12.	Initial and final positions.
	D:14.	Articulation in 'can't'.
	I:35.	Contrasted with / d / in final position.
/ d / as in do:	C:11.	Initial and final positions.
	H:29.	Articulation in auxiliary 'had' contrasted with / v / in auxiliary 'have'.
	I:35.	Contrasted with / t / in final position.
/ k / as in cup:	D:13.	Initial, medial, and final positions.
/ g / as in go:	D:14.	Initial, medial, and final positions.
/ č / as in chop:	F:21.	Initial, medial, and final positions; contrasted with / ǰ /.
/ ǰ / as in jet:	E:20.	Initial, medial, and final positions.
	F:21.	Contrasted with / č /.
/ f / as in fat:	C:10.	Initial and final positions.
	G:27.	Contrasted with / p /.
/ v / as in van:	C:9.	In stressed word 'very'.
	E:18.	Initial, medial, and final positions; / vz / final.
	F:23.	Final in auxiliary 'have'.
	H:29.	Articulation in auxiliary 'have'; contrasted with / d / in auxiliary 'had'.

/ s / as in sun:	A:2.	Final sound of certain plural nouns.
	F:23.	Initial, medial, and final positions.
	G:25.	Contrasted with / š /.
/ z / as in zipper:	A:2.	Final sound of certain plural nouns.
	D:16.	Medial and final positions.
	E:18.	In final cluster / vz /.
	E:20.	In genitive nouns.
/ š / as in shoe:	F:24.	Initial, medial, and final positions.
	G:25.	Contrasted with / s /.
/ θ / as in thin:	D:17.	Initial, medial, and final positions; final sound in ordinal numbers.
/ ð / as in that:	A:4.	Inital position in stressed word.
	C:11.	Initial position in stressed word.
	D:13.	Initial position in unstressed "preparatory there."
/ w / as in want:	H:32.	Initial position; contrasted with / v /.

2. Consonant clusters

/ ks / as in box:	G:26.	Final position.
/ r / and / l / preceded by a consonant:	G:28.	Initial position of / bl /, / br /, / fl /, / fr /, / pl /, / pr /.
/ s / followed by a consonant:	I:33.	Initial position of / sk /, / sl /, / sm /, / sp / and / sw /.
/ st / followed by a consonant:	I:34.	Initial position of / st /; final position of / st / and / sk /; final position of / sts / and / sks /.

3. Vowels

/ i / as in seat:	B:5.	Contrasted with / I /.
/ I / as in sit:	B:5.	Contrasted with / i /.
	F:22.	Contrasted with / ɛ /.
	I:36.	Contrasted with / æ / and / ɛ /.
/ e / as in late:	D:15.	Contrasted with / ɛ /.
/ ɛ / as in let:	D:15.	Contrasted with / e /.
	E:19.	Contrasted with / æ /.
	F:22.	Contrasted with / I /.
	I:36.	Contrasted with / æ / and / I /.

/ æ / as in sat: E:19. Contrasted with / ɛ /.
I:36. Contrasted with / ɛ / and / I /.

The "Heedless Henry" Stories in I:36 are based on various minimal sound contrasts.

IRREGULAR VERBS IN SKILLS OF ENGLISH

The verbs are listed in alphabetical order. The letter and number in the reference indicate the STAGE and UNIT in Skills of English where the past or past participle was first introduced.

The use of parentheses around a reference indicates that the verb form is a Comprehension objective in that unit rather than a Comprehension and Expression objective. A few of the forms do not appear in Skills of English.

PRESENT	PAST			PAST PARTICIPLE		
am, are, is. [be D:16]	was, were		C:10	been		F:23
become	became	(G:27)	G:28	become		
begin	began	(F:22)	H:31	begun		H:31
bite	bit	(F:23)	H:31	bitten		H:31
blow	blew		F:22	blown		
break	broke		E:20	broken		F:23
bring	brought		C:12	brought		F:24
build	built		E:18	built		F:23
buy	bought		C:12	bought		F:23
catch	caught		D:14	caught		F:23
choose	chose	(F:23)	H:31	chosen		F:23
come	came		D:13	come		F:23
cost	cost		D:13	cost		
cut	cut		F:21	cut		F:23
dig	dug		G:27	dug		
do	did		C:11	done		F:23
draw	drew		H:31	drawn		H:31
drink	drank		D:13	drunk		F:24
drive	drove		C:12	driven		F:24
eat	ate		C:12	eaten		F:23
fall	fell		D:16	fallen		F:23
feel	felt		D:15	felt		F:23
find	found		C:12	found	(H:31)	
fly	flew		F:23	flown		F:23

PRESENT	PAST			PAST PARTICIPLE		
forget	forgot		E:19	forgotten		
freeze	froze		F:23	frozen		F:23
get	got		C:12	got		F:23
give	gave		D:13	given		F:23
go	went		C:12	gone		F:23
grow	grew		H:30	grown		H:30
hang	hung	(G:27)	H:31	hung		H:31
have	had		C:12	had		F:23
hear	heard		C:12	heard	(G:25)	H:31
hit	hit		C:12	hit		F:24
hold	held		D:14	held		H:31
hurt	hurt		F:21	hurt		I:33
keep	kept		C:12	kept		F:23
know	knew		D:13	known		F:23
leave	left		F:22	left		F:24
lend	lent		D:13	lent		
lie	lay		C:12	lain		
light	lit		C:12	lit		F:24
lose	lost		D:14	lost		F:23
make	made		C:12	made		F:24
meet	met		C:12	met		
put	put		D:13	put		G:25
quit	quit		G:28	quit		H:31
read	read		D:13	read		
ride	rode	(F:23)	H:31	ridden		F:23
ring	rang		H:32	rung		
run	ran		D:14	run		
say	said		C:12	said		
see	saw		E:17	seen		F:23
sell	sold		C:12	sold		
send	sent		D:13	sent		I:33
shake	shook		H:31	shaken		H:31
shine	shone	(G:25)		shone		
shoot	shot		C:12	shot		

PRESENT	PAST			PAST PARTICIPLE		
show	showed		C:11	shown		F:23
sing	sang		H:31	sung		H:31
sit	sat		C:12	sat		
sleep	slept		C:12	slept		
speak	spoke		E:17	spoken		F:23
spend	spent			spent		F:23
stand	stood		D:14	stood		
steal	stole		G:28	stolen		G:28
swear	swore		I:33	sworn		I:33
swim	swam		C:12	swum		
take	took		D:13	taken		F:23
teach	taught		C:12	taught	(G:28)	
tear	tore		I:35	torn		I:36
tell	told		E:19	told		
think	thought		D:16	thought	(H:31)	
throw	threw		D:14	thrown		F:23
understand	understood			understood		G:25
wake	woke		C:12	waked		
wear	wore		C:12	worn		F:23
weave	wove		E:17	woven		
win	won		D:14	won		
withdrew	withdrew		H:31	withdrawn		H:31
write	wrote		D:13	written		F:23

GENERAL INDEX OF GRAMMAR ITEMS AND SELECTED TOPICS AND WORDS IN THE FLUENCY FIRST PROGRAM

The letter in the reference indicates the STAGE, and the number indicates the UNIT. The use of parentheses around a reference indicates that the item is a Comprehension objective in that unit rather than a Comprehension and Expression objective.

(A)

a, an. See ARTICLES.

a bit. H:32.

a few, a little, a lot. (D:13)

ADDRESS. A:2 Communication. B: Communication. D:13.

ADJECTIVE CLAUSES.

Relatives: that, when, where, who. G:26.
Relative: whose. H:31.

ADJECTIVE PHRASES.

Descriptive prepositional phrases. B:6.
Combining descriptive sentences. G:26.

ADJECTIVES

Attributive adjectives. A:1.
Demonstrative adjectives (this, etc.) A:1, 2.
Predicate adjectives. A:1.
Adjective complement of verb. D:15.
Adjective following a measurement. E:17.
Comparative forms and patterns. E:19.
Adjective complement of direct object of verb. F:24.
Adjective following indefinite pronoun. G:27.
Combining descriptive sentences. G:26.
Compound adjectives containing a present participle. H:32.

ADVERBIAL CLAUSES

Cause.

because clause only. B:8.
Sentence with because clause. E:20.
because compared with and so. H:31.

Condition.

if. D:15. H:29.
unless, whether ... or. H:29.
even if. I:35.

Time.

when. F:22. G:28.
after, before, until, whenever, while. G:28.
even when. I:35.

Concession.

although. (H:31).
even though. I:35.

Purpose.

so that. I:34.

Result.

so (ADJECTIVE/ADVERB) that. I:34.

Unexpected or surprising element.

even if, even though, even when. I:35.

ADVERBS.

Adverbs of frequency. B:7.
Adverbs of manner. E:18.
Formation from adjectives, with -ly. E:18.
Comparison of adverbs. E:19.
"Downtoners." H:32.
Use with certain verb forms. See TENSE-ASPECT.

AGE.

How old are you? / ( ) years old. B:Communication (Interviews). F:22.
Abstract noun. E:17.

all.

all of + NOUN. B:6.
all + NOUN. (C:9).
Position in verb patterns. (C:12).
Apposition after pronoun. (D:13).

almost. D:16.

already. F:23.

also. I:33.

always. B:7.

and. (A:1) A:2 C:11.

any.

Determiner before a noun. B:5.
Pronoun. (D:13).
Compounds: anything, anybody, anywhere. D:13.
anyone. H:29.

any more. F:23.

APPOSITION.

Close apposition. (B:8).
all following personal pronoun. (D:13).
Noun following personal pronoun. (F:21).
Loose apposition. F:23.

ARTICLES.

Indefinite (a, an). A:1.

Omission before plurals. A:2.

Definite (the). A:2.

Omission in generalizations. B:7.
Omission in certain location phrases. (F:21).
Superlative of adjectives. E:19.

ask.

A:Communication.
Double object. (C:10).
invite. D:14.
ask for. D:16.
Indirect requests and questions. G:27.

B

be.

As copula.

Present. A:1, 2.
Past. C:10.
With "preparatory there." D:13.
Future. D:15.
With "anticipatory it." G:25.
were replacing was in unreal conditions. H:30.

As auxiliary.

"Present __-ing Tense." A:4.
Progressive aspect of modals. (D:15).
"Past __-ing Tense." F:22.
"Present Perfect __-ing Tense." H:31.
Passive voice. I:33.

better, best. E:19.

both. E:17.

but. B:5. C:11.

C

can. See MODALS.

CAUSATIVE VERB PATTERNS.

Active voice, with get, have, let, make. H:32.
Passive causative. I:33.

COLOURS. A:1, 2. B:6.

COMPARISONS.

same, different. C:9. E:17.
Prepositional phrases with like. E:17.
Comparison of adjectives and adverbs. E:19.
Comparatives and superlatives of quantity words. E:19.
get ADJECTIVE-er. E:19.
Double comparisons (the more ... the more). G:27.

CONDITIONAL CLAUSES.

if. D:15. (E:19). H:29.
unless, whether ... or not. H:29.
Unreal conditions. H:30.

CO-ORDINATORS.

and. (A:1). A:2. C:11. H:31.
or. A:1, 2.
but. B:5. F:21.
either ... or. E:20.

could. See MODALS.

COUNTABLE AND UNCOUNTABLE NOUNS. B:5.

D

DATES.

A, B:Communication.
Days of the week. B:7.
Months. B:8. E:17 Pronunciation.

DEFINITION PATTERN. G:26.

do, AS AUXILIARY (or anomalous finite).

"Simple Present Tense." B:5, 6, 7.
don't in negative imperatives. B:7.
"Simple Past Tense." C:11, 12.
Emphasis. G:28. I:35.

different. C:9. E:17.

E

each.

Determiner before noun. D:14.
In end position. (I:33).

either.

Adverbial adjunct in negative sentence. C:12
either ... or. (E:20).

else. D:13.

EMPHASIS.

Special word order. A:4 Pronunciation.
Forms of do in affirmative statements. (G:28). I:35.

enough.

Quantity word. D:13.
Modifying preceding adjective. D:14.

ever. B:7.

every. B:7.

Compounds, everybody, everything, everywhere. D:13.
Compound, everyone. H:29.

EXCLAMATORY SENTENCES.

What a + NOUN! (C:11).
Of course (I can)! (D:14).
Question pattern as exclamation. (F:22).

expect. G:25.

F

FAMILY RELATIONSHIPS.

Nuclear family. A:3.
Extended family. C:9.
Abstract terms. F:22.
-in-law. H:30.

favour (do a favour for ...). C:9.

fewer, fewest. E:19.

FUTURE.

(be) going to + VERB.

Intention for the future. B:8.
Intention in the past. (F:24). (H:29). I:36.

Modal will + VERB. D:15.
Modal will, perfect aspect. (I:36).
hope and wish. H:30.

G

GENERALIZATIONS.

Ommision of definite article. B:7.
"Simple Present Tense." B:7.
Conditional sentences. (E:19). H:29.

GERUNDS.

In titles. (A:4).
Object of a verb. C:11. I:35.
Subject of a verb. (E:17).
Object of a preposition. (E:19). (I:33).

by. E:20
for, without, etc. (I:35).

Negative modifier. (I:36).

get

get up. B:7.
obtain. C:9.
get on (a vehicle). C:10.
arrive. D:13.
Followed by adjective complement. D:15.
get off (a vehicle). E:16.
get ADJECTIVE-er. E:19.
get over (an illness). F:21.
Causative verb pattern. H:32.

going to + VERB. See FUTURE.

(H)

had better + VERB. F:24.

hardly ever. I:34.

have.

Main verb. B:5.

have on (wear). C:11.
have a baby. C:12.
have a good time. D:14.
have (an illness). G:27.

Auxiliary. See also MODALS.

"Present Perfect Tense." F:23.
"Past Perfect Tense." H:29.
"Present Perfect __-ing Tense." H:31.

Causative verb patterns.

Active voice. H:32.
Passive causative. I:33.

have to (compulsion). D:16

Compared with must, perfect aspect. I:36.

hope. H:30.

how. See QUESTION WORDS; NOUN CLAUSES.

however. I:33.

(I)

if. D:15. (E:19). H:29.

even if. I:35.
Do you mind if ...? G:28.

IMPERATIVES.

Affirmative and negative. A:Communication. (B:7).
With expressed you. (B:8).
Suggestions with Let's + VERB. (B:8).
Indirect commands and requests. G:27.

INDIRECT OBJECT.

to or for expressed. C:9.
to or for omitted. (C:11). E:18.
With reflexive pronouns. F:21.

INDIRECT REPORTING (of speech and mental activity).

Infinitive after ask, etc., for commands and requests. (E:19). G:27.
Noun clause after a question word. (E:19). G:27.
Infinitive after a question word. (F:24). G:27.
Noun clause introduced by that, expressed or omitted. G:25.

INFINITIVES. See also INDIRECT REPORTING.

Object of a verb. B:8.
Purpose. (C:9). E:18. E:20.
Object complement. (C:11). D:13.
After predicate adjective. D:14. G:25.
Subject of a verb. (F:23).
Negative modifier. G:25.
Complement, with a subject in the objective case, after verbs of perception. H:32.
Causative verb patterns. H:32.

instead.

instead of. E:19.
Adverb. (G:25).

INTENSIFIERS.

very. C:9, Pronunciation.
too. D:14.
much. (E:19).

INTERVIEWS. B:Communication.

Job interviews. D:16. G:25.
Social welfare interview. F:22.

INTRODUCTIONS. A:Communication.

it.

Subject of a verb. A:1.
Time expressions. A/B:Communication. B:7.
Weather expressions. A/B:Communication. D:15.
Object. A:Communication. (B:5). B:6.
"Anticipatory it." G:25.

(J)

just.

only. (D:15).
almost exactly. E:17.
at this moment. F:23.

(L)

lately. I:34.

less, least. E:19.

left (opposite of right). C:10. C:11.

let.

Suggestions, with Let's + VERB. (B:8).
allow. H:32.

like.

Verb taking direct object. B:6.
Verb taking infinitive object. (C:9).
Preposition (similar to). E:17.
would like (want). E:17.

(M)

make. B:7.

make a bed. C:11.
make a goal. D:14.
make money. H:30.
make a statement. H:32.
make up (compose). (I:36).

many. B:8. D:13.

How many? (A:2).

may. See MODALS.

MEASURES AND WEIGHTS.

pound and ounce. D:13.
weigh. D:13.
feet and inches. E:17.
mile. E:20.

might. See MODALS.

mind.

Do you mind if ...? G:28.
Never mind! I:35.

MONEY. B:Communication. B:5.

MONTHS. See DATES.

more, most.

more following a measurement. (D:13).
In comparative and superlative of adjectives and adverbs. E:19.
Quantity words. E:19.

much.

How much? B:5.
Quantity word. (D:13).
Intensifier. (E:19).

MODALS.

can.

Ability. D:14.
Following hope. H:30.

could.

Ability, past of can. F:21.
Past possibility. F:24. I:36.
Following wish. H:30.

may.

Future possibility. D:15.
Permission. (E:18).
Past possibility. F:24.

might.

Future possibility. D:15.
Unreal conditions. H:30.
Past possibility. F:24.

must.

Inference. D:15.
Moral obligation; complusion. D:16.
Prohibition, must not. D:16.
Inference about the past. F:24. I:36.

will.

Future. D:15.
Future possibility, with maybe. (D:15).
Expectation of completion before a given moment. I:36.

won't.

Future negative. D:15.
Refusal. (G:28). H:29.

Progressive aspect of modals. (D:15).

ought to (obligation). D:16.

should.

Obligation, or desirable action. D:16.
Obligation in the past. F:24.

would.

would like (want). E:17.
would rather. E:18.
Unfulfilled past intention. F:24.
Past of will, in indirect reporting. (G:25). G:27.
Unreal conditions. H:30.
Polite request. (I:34).

MULTI-WORD VERBS. F:21.

must. See MODALS.

N

NEGATION.

no, answer to yes-no question. A:1.
not. A:1.
no, adjective. B:6.

Don't, imperatives. (B:7).
never. B:7..
Shortened question Why not? (C:12).
Negative modifying an infinitive. G:25.
unless (if ... not). H:29.
Negative modifying a gerund. (I:36).

NON-CONCLUSIVE VERBS. B:7.

NOUN CLAUSES.

Object of verb, introduced by a question word. (E:19). G:27.
Comparison, introduced by as ADJECTIVE as. (E:20).
Object of verb, introduced by that. G:25.
Subject, after "anticipatory it." G:25.

NOUNS

Plural formation. A:2.
Irregular plurals.

feet, fish, men, women. A:2.
children, moose. A:3.
geese. A:4.
teeth. G:27.

Noun modifying another noun. (A:3), and vocabulary items throughout the program.
Omission of plural ending. (D:13).
Countable and uncountable nouns. B:5.
Abstract nouns. E:17.
Formation of nouns with / ər / suffix. I:34.

NUMBERS.

Cardinals. A/B:Communication.

Modified by only. B:6.

Ordinals. A:4.

OBJECTIVE CASE. See PRONOUNS.

often. B:7.

one, ones (replacement pronoun). B:6.

only. B:6.

OPPOSITES. H:30. H:32.

or.

Alternative questions. A:1.

Shortened forms. (B:8).

either ... or. (E:20.
whether ... or not. H:29.

ought to. See MODALS.

(P)

PARTICIPLES.

Past participle.

Perfect aspect of verbs. F:23, ff.
Premodifying adjectives. H:30.
Passive voice. I:33.

Present participle.

Progressive aspect of verbs. A:4, ff.
As predicate adjective, compared with past participle. H:31.
Compound adjectives. (H:32).
Contrasted with passive voice. I:34.
Complement, with subject in objective case, after verbs of perception. I:35.

PASSIVE VOICE.

With be and get. I:33.
Passive causative, with have. I:33.
Contrasted with present participle. I:34.
Progressive aspect. (I:34).
Following modals. (I:34).

PHRASAL VERBS. F:21.

PLURALS. See NOUNS.

POSSESSION.

Possessive adjectives. A:3, 4. C:11.
Genitive of nouns. A:3. D:16.
Verbs showing possession.

have. B:5.
own, belong to. C:9.

of expressions. (B:5). (C:11). D:16.
Possessive pronouns. D:16.

PREPOSITIONS.

about (concerning). (C:12).
(near). G:27.
above. C:10.
across. C:10.
after (time). B:7.
against (location). C:10.
(opposition). D:14.
around. E:18.
as (in the capacity of). (D:16).
at (location). A:4.
(time). B:7.
(away) from. A:4.
because of. E:20.
before (time). B:7.
behind. A:3.
below. C:10.
beside. A:3.
between. A:3.
by (method of travel). E:20.
(agent with passive voice). I:33.
(time). (H:30).
during. F:22.
for (purpose). B:7. E:20. I:35.
(duration of time). C:12. F:23.
from ... to. C:12.
in (location). A:3.
(time). B:7.
(descriptive phrases). B:6.
in front of. A:3.
in the (middle) of. C:10.
instead of. E:19.
into. A:4.
like. E:17.
next to. C:10.

of (pertaining to). B:5.
(unit of uncountable noun). B:Communication.
(containers of a substance). C:11.
(part of a whole). D:16.
off. C:11.
on (location). A:3.
(time). B:7.
(method of travel). E:20.
on the (right) of. C:10.
out of. E:18.
over. C:11. E:17.
since. F:23.
to (movement). A:4.
(after predicate adjectives). G:25.
through. E:18.
under. A:3. E:17.
until. F:22.
with (descriptive phrases). B:6.
(accompaniment). B:8.
(instrument). (E:17). E:18.
without (negative accompaniment). B:8.
(negative instrument). E:18.

PRONOUNS.

Demonstrative pronouns. A:1, 2.
Personal pronouns.

Subject. A:1, 2, 4.
Objective case. B:7, 9.
Impersonal, indefinite use.

they. (B:7).
you. (B:8).
we. E:18.

one, as replacement pronoun. B:6.
Indefinite pronouns. D:13. H:29.

Modified by else. D:13.
Modified by adjectives. G:27.

Possessive pronouns. D:16.
Reflexive pronouns.

Object of verb or preposition. F:21.
Used for emphasis. (H:32). I:35.

QUESTION WORDS.

What ...? A:1.

What (kind / colour) ...? A:1.
What's it like? A:1.
What for? E:20.

Who? A:1.
How many? A:Communication, 2.
How much? B:5.
Which? B:6.
When? B:7.
How often? B:7.
Why? B:8.
Whose? C:9.
How? (D:16). E:20.
How far? E:20.

QUESTION TYPES.

Alternative questions. A:1.
Open questions. A:1.
Yes-no questions. A:1.
Negative-interrogative sentences. (B:7).
Question pattern as exclamation. (F:22).
Indirect questions. See INDIRECT REPORTING.
Question Tags.

Rising intonation. (H:30, 31).
Falling intonation. (I:33, 34).

Statement pattern as question. (I:36).

quite (almost, but not quite). D:16.

rather.

would rather (preference). E:18.
"Downtoner." H:32

RELATIVE CLAUSES. G:26. H:31.

REPORTED SPEECH. See INDIRECT REPORTING OF SPEECH and MENTAL ACTIVITY.

right (opposite of left). C:10, 11.

(S)

same. C:9. E:17.

SEASONS. C:12. D:15.

SENTENCE CONNECTORS. I:33.

SEQUENCE WORDS.

Ordinal numbers. B:6.
first, next, then, after that. B:7.
last of all. (C:11).

SHORTENED FORMS (elision to avoid repetition).

Answers to yes-no questions. A:1, 2. B:5, 6, 7, 8. C:11, 12. D:14, 15, 16. F:23.
Answers to open questions. A:3. C:11.
Alternative questions. (B:8).
Why not? (C:12).
Exclamations with of course. (D:14).
so, referring to entire statement. (D:15).
Conversational rejoinders. (E:17).
What for? E:20.
In complex sentences. F:21. G:28. H:29.

should. See MODALS.

since. F:23.

so.

Referring to entire statement. (D:15).
and so (therefore). H:30.
so (ADJECTIVE / ADVERB) that. I:33.
so that. I:33.

some. B:5.

Compounds, somebody, something, somewhere. D:13.
Compound, someone. H:29.

sometime. H:31.

sometimes. B:7.

soon. H:31.

still. F:23.

SUBJECT COMPLEMENT. A:1, 2.

suppose. (E:17).

T

TEMPERATURE.

Weather. A/B:Communication. H:29.
Illness. G:27.

TENSE-ASPECT (and related verb constructions). See also FUTURE and MODALS.

Present of be. A:1, 2.
"Present __-ing Tense." A:4.

Referring to the future. I:36.

"Simple Present Tense."

have. B:5.
Non-conclusive verbs. B:6.

Habitual or repeated action. B:7.
Use with adverbs of frequency: always, ever, often, never, sometimes, usually. B:7.
Use with adverbs still, any more. F:23.
Use with adverb hardly ever. I:34.
Referring to the future. I:36.

Past of be. C:10.
"Simple Past Tense."

Regular formation. C:11.
Irregular formation. C:12. See also APPENDIX E: IRREGULAR VERBS.

"Past __-ing Tense." F:22.
"Present Perfect Tense." F:23.

Use with adverbs already, just, still, yet. F:23.
Use with adverb lately. I:34.

"Past Perfect Tense." H:29.
"Present Perfect __-ing Tense." H:31.

the. See ARTICLES.

than. E:19.

there.

Stressed in initial position. A:4, Pronunciation.
"Preparatory there." D:13.

therefore. I:33.

TIME EXPRESSIONS.

Times of day. B:Communication, 7.
Clock times. B:Communication, 7.
ago. C:10.
a.m. / p.m. H:29.

too.

also. C:11.
Intensifier. D:14.

(U)

unless. H:29.

used to + VERB. F:22, 23.

usually. B:7.

(V)

VERBS, IRREGULAR. See APPENDIX E.

(W)

WEATHER. A/B:Communication. D:15.

will. See MODALS.

wish. H:30.

WORD ORDER.

Inversion of subject and verb in narration of conversation. (C:9).
Initial position for emphasis. A:4, Pronunciation. (D:13).

worse, worst. E:19.

would. See MODALS.

(Y)

yet. F:23.

USEFUL REFERENCE BOOKS FOR A FLUENCY FIRST INSTRUCTOR

A. For Fluency First instructors who want to learn more about the teaching of English as a second language, the following books are recommended because of their practical approach.

Hornby, A.S. The Teaching of Structural Words and Sentence Patterns, Stages 1, 2, 3, 4. London, O.U.P., 1966.

Kehoe, Monika, ed. Applied Linguistics: A Survey for Language Teachers. New York, Macmillan, 1968.

Martin, Carson W. An Introduction to Canadian English, Books 1 and 2, revised edition. Toronto, New Canadian Publications, 1972.

Pittmann, G.A. Teaching Structural English. London, Ginn and Co. Ltd., 1967.

Soveran, Marilylle. From Cree to English. Part One: The Sound System. Saskatoon, University of Saskatchewan, undated. (Although the book concerns Cree specifically, the principles it presents are of use to a language teacher anywhere.)

Stevick, Earl W. Helping People Learn English. Nashville, Abingdon Press, 1957.

B. For teachers who want to understand the operation of the English language better, the following recently published reference book is most highly recommended:

Quirk, Randolph; Greenbaum, Sidney; Leech, Geoffrey; Svartvik, Jan. A Grammar of Contemporary English. London, Longman, 1972.

An abridged, less expensive version of this book, entitled A University Grammar of English, was prepared by Randolph Quirk and Sidney Greenbaum.

C. The following journal is of practical use to classroom teachers who want to keep abreast of current developments in the field of English as a second language:

English Language Teaching Journal (published quarterly). Subscription Department, Oxford University Press, Press Road. Neasden, London NW10, England.